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ABSTRACT

This set of curriculum modules contains geography learning activities that emphasize strategies to encourage young women in geography and social studies classes. Compiled in an effort to improve the motivation and achievement levels of students in geography classrooms, grades 7-11, the modules aim to boost academic performance and overall interest in geography, especially among female students of diverse racial and ethnic backgrounds. After an introduction, the series contains 7 units with total 27 modules. The introductory section contains: "Preface"; "Introduction and Rationale for Instructional Strategies" (R. Sanders); "Finding a Way: A Road Map for Teaching about Gender in Geography" (J. Monk); and "Finding a Way Project Committees." The first unit, Environmental Equity and Justice, contains the following modules: (1) "And Justice for All?" (M. Newman); (2) "Nuclear Energizer" (B. Chailland); (3) "Wanted: A Breath of Fresh Air" (Materials Development Team); and (4) "Shaking Things Up" (Materials Development Team). The second unit, Career Geography, contains the fifth module: (5) "Finding a Way through Career Geography" (K. Hankins). The third unit, Gendered Spaces/Gendered Places, includes: (6) "A Tour of Your Hometown" (J. Lueby); (7) "Exploring a Different Kind of Space" (D. Bradley); (8) "The Gendered Geographies of Everyday Life" (P. Wridt); and (9) "Your Space or Mine?" (K. Cyr and J. Tabak). Unit 4, International Women's Issues, contains: (10) "Home for Dinner" (Materials Development Team); (11) "Unsuspecting Victim" (Materials Development Team); (12) "Women's Education" (P. Phillips); and (13) "Women's Spaces" (S. Calone). The fifth unit entitled, Gender Dimensions of Urban Social Geography, includes: (14) "Activity Space and Transportation" (S. A. Meyer); (15) "Looking at an Urban Landscape" (C. Helmkamp); and (16) "Polls, Perceptions, and Poverty" (J. Kunze). Unit 6, Linking Geography with Other Disciplines, contains: (17) "Ain't I a Woman?" (L. Sauber); (18) "Colonial Vacation" (J. Redlinger); (19) "Economic Geography and Women in World War II" (A. Shore); (20) "Women's Travel and

Mental Maps" (P. P. Martin); (21) "Mapping 'Catherine, Called Birdy'" (W. Patillo); and (22) "The Middle East and Islam: Art and Artists" (V. Hilton). The final unit, New Applications and Methods, includes: (23) "The Geography of Lynching" (P. Smith); (24) "Mapmaker, Mapmaker, Make Me a More Fair Map" (J. S. Marcello); (25) "Tales from the Crypt" (G. Ekiss); (26) "Using 'Women in the Material World'" (J. Hertel); and (27) "Taking a Stand" (G. Berkey). (BT)

Finding a Way: Learning Activities in Geography for Grades 7-11.

National Council for Geographic Education.
National Science Foundation,
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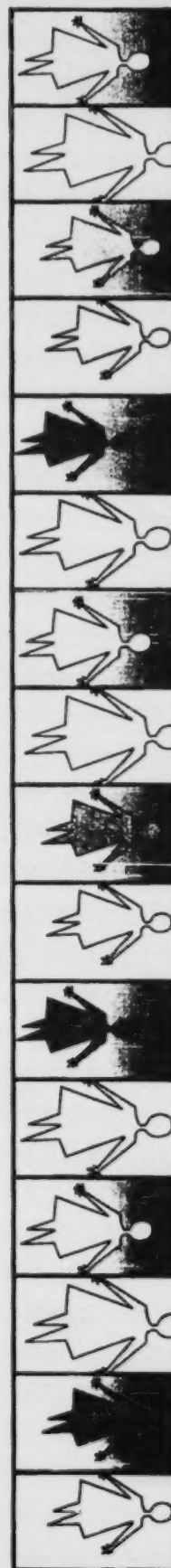


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LEARNING ACTIVITIES IN GEOGRAPHY

FOR GRADES 7-11



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

A publication of the National Council for Geographic Education

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PREFACE

This set of curriculum modules contains geography learning activities that emphasize strategies to encourage young women in geography and social studies classes. It was compiled by the National Council for Geographic Education's Finding A Way project in an effort to improve the motivation and achievement levels of students in geography classrooms, grades 8-10. We hope the ideas presented here will boost academic performance and overall interest in geography among all your students, especially among female students of diverse racial and ethnic backgrounds.

Curriculum coordinators, classroom teachers, and academic geographers were assembled in the summer of 1992 to lay the groundwork for activities contained here. Individuals and teams collaborated to refine teaching strategies found effective in related disciplines and applied these strategies to geography content. These teaching strategies, in fact, form the heart of Finding A Way's contribution to geography and social studies classrooms. Organizing students into collaborative groups, playing geography games, and assigning projects that involve hands-on learning are only a few of the strategies employed in the following sampling of geography lessons. A far-reaching literature review of books and articles on related fields revealed that these alternative teaching methods encourage and motivate female students more successfully than traditional approaches.

Toward that end, our learning activities model the best of these strategies. We encourage you to use these activities in your classes, and beyond that, to incorporate the strategies in other geography lessons as well.

We have had a great deal of support for the development and publication of materials contained in this book. Janice Monk's prolific studies of gender issues in geography and her unfailing consultation on the structure of the project have provided many of the original ideas for these materials. Preliminary work on gender and geographic education was also conducted by James Marran, coordinator of the Geographic Education National Implementation Project (GENIP). His bibliography, along with work compiled by other geography educators, also helped create the structure for Finding a Way. Continuing advice and support was received from Ruth Shirey, Executive Director of the National Council for Geographic Education and the entire Finding A Way Advisory Committee. We owe each of these supporters and all of the geography teachers who evaluated the lesson ideas our debt of gratitude.

Financial support for Finding a Way has come from many mutually supportive sources. The National Council for Geographic Education's seed grant and formation of the Task Force for Underrepresented Groups in Geography launched the project in late 1991. Subsequent funding from GENIP and the National Geographic Society Education Foundation made continuation of our work possible. We greatly appreciate their support. Ultimately, it was the National Science Foundation Elementary, Secondary and Informal Education Directorate that provided the support needed to fully implement the project.

But your help is needed as well. Since Finding a Way is one of the first national projects aimed at improving female performance in middle and high school geography, we are treading on as yet unbroken ground. We encourage you, therefore, to let us know if the ideas presented in this book are effective. How can the learning activities be improved? What strategies work best to empower young women in your classes? Finding a Way, as its name implies, is a nationwide search for a better way to encourage female students of diverse racial and ethnic backgrounds in geography and social studies classrooms and we welcome your contribution. The following pages offer only a beginning through still uncharted territory.

The Finding A Way Advisory Team
March, 2000

INTRODUCTION AND RATIONALE FOR INSTRUCTIONAL STRATEGIES

Rickie Sanders¹

Ask any middle or high school geography teacher about the issue of performance differences between young women and young men in their classrooms, and they will nod knowingly. During the course of this project, many teachers have reported to us casually that:

Everyone knows girls don't do well in geography; they just can't do spatial things as well as boys.

Of course, girls have problems reading maps; this is just common knowledge. They are never as motivated as boys in my geography classes.

Yet, while numerous academic studies by both geographic educators and educational theorists have been accomplished to document this discrepancy in performance, no one to date has actually tried to intervene in the learning process. This book of learning activities, ideas, and suggestions for teaching strategies is the first nationwide effort to work towards a solution to this well-known problem in schools. If you too have noticed gender imbalances in your own classroom, we invite you to participate in helping us find a way to support young women of diverse racial and ethnic backgrounds in the experience of learning geography.

Among national policymakers and others concerned with educational issues in the U.S., geography is rapidly being recognized as a vitally important discipline. At the same time, there is a growing awareness that women are remarkably under-represented within the discipline. The same holds for minorities. Efforts to draw attention to the importance of geography have been largely successful. The current and immediate past presidents of the United States and the 50 state governors selected geography (along with history, science, math, and English) to be one of the five core subjects to be included in the National Education Goals. Geography has been included among the subjects to be tested by the National Assessment of Educational Progress (NAEP), and NAEP recognizes that knowledge of geographic concepts, skills, and applications are essential in order to meet the demands of the 21st century. Geography was also included among the core subjects in the National Education Goals legislation passed by the United States Congress and signed by the President.

The issue of gender balancing and girls' participation and achievement in geography classrooms and careers has received considerably less attention. The landmark Association of American University Women (AAUW) report, *How Schools Shortchange Girls* echoed geographic research that noted the differential participation of young women in geography careers and drew attention to the general problem of

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gender bias in the classroom. More importantly however, it proposed specific strategies for redressing gender inequality.

Despite this groundswell of information, at present little systematic remediation is occurring in geography. This is a matter of serious concern that potentially threatens the future of the discipline. Widespread and diverse participation and achievement in geography careers and geography classrooms must be increased. Studies make clear that in order to accomplish this end two closely linked strategies must be pursued. First, a carefully organized rethinking and restructuring of how geography is taught, one that focus on actual instructional strategies, is key. A second component needed to implement this systemic change is a mechanism for empowering underrepresented groups with the vision that they can secure a meaningful future in geography. This will undoubtedly rely largely on expanded opportunities in the labor market including higher education; but the importance of teachers' roles in changing negative perceptions of geography, enhancing positive attitudes, providing appropriate role models, and eliminating sexism and racism cannot be overlooked.

Education research suggests that (1) individual factors (personal history, innate abilities, attitudes, and prior experiences); (2) socio-cultural factors (sex role stereotyping and social attitudes toward women); and (3) school factors (textbook and curriculum materials, classroom environment, instructional strategies and curriculum) are critical in providing students with the motivation they need to excel. While gender issues should be explored and addressed in all three areas, the school and factors associated with the learning environment provide a unique window of opportunity for educators and other interested in curricular reform.

School Factors. It is widely recognized that positive experiences in school are important vehicles for raising aspirations, promoting self-esteem, and building confidence. Even more concretely, the school is the primary mechanism for providing students with career information and enlarging their worldview. Unfortunately however, as one of the primary agents of acculturation, the school has been biased against girls. Rather than being agents for change; the school and the classroom have failed to empower girls with the skills and confidence they need to realize their full achievement potential and thus have unintentionally maintained the status quo. Because of the critical interface they provide, teachers are in the best position to challenge the biases that exist in schools and classrooms, and in doing so are able to initiate substantive, systemic change in the educational process.

Before discussing the specific strategies that might be employed to accomplish change in the classroom, some attention should be given to the four areas where gender bias currently exists--textbooks and materials, the classroom environment, learning strategies, and curriculum.

Textbook and Materials. Girls, like minorities are typically not present in graphic classroom displays. When they are present, stereotypes predominate and their contributions and experiences are minimized or ignored. It is revealing to have

students examine their textbooks and analyze the illustrations in terms of the ratio of females and males. In virtually all geography textbooks at the secondary and university level, women's roles, especially those of women of color, remain almost completely invisible. Because textbooks play such an important role in geography instruction, this omission is a serious problem. Many social studies teachers are uncomfortable with geography content, and thus depend heavily on textbook chapters to teach geography. The textual depiction of women and minorities is, therefore, vitally important in geographic education. Many of our learning activities include meaningful women's stories and refer to statistics on women in an attempt to include all people in the geography curricula. Photographs in textbooks also reflect this gender-blind approach. Women are frequently shown in traditional female roles (mother, nurse, health worker) or not at all. The impact of these photographs at the middle and high school level (where students often depend on visuals to get them through the reading assignment) may be of profound significance in encouraging young women to participate fully in the process of learning geography.

Classroom Environment. The classroom environment shapes the arena in which the education process is played out. As such, its physical attributes (design, decor, facilities/equipment, seating arrangement, etc.) influence the quality and tone of instruction. Research indicates that in many classrooms sex segregated seating is the norm and is oftentimes unintentionally encouraged. The traditional seating arrangement resembles a T, where all persons on the first row and all persons in the middle column are taught to. This favors interaction with only selected students. Just as students bring to the classroom a constellation of individual and socio-cultural factors, so do their teachers. All teachers have a set of beliefs, attitudes and expectations regarding student abilities. They also carry a toolkit of strategies and materials for instruction. Traditionally, both of these have been biased against girls.

Instructional Strategies. Instruction can be structured so as to insure the maximum interaction of all students in the learning process. Currently, there are several strategies that have proven to be helpful in helping students achieve at higher levels. These strategies fall into one of two categories -- (a) those designed to improve the classroom environment (self-examination, evaluation, questioning techniques) and (b) those designed to improve classroom instruction (cooperative learning, guided imagery, games, role playing, interviews, puzzle/problem solving, maps, and mapping skills).

In the case of classroom environment, an examination of attitudes and teaching practices is critical. Not all classrooms are gender biased, and among those that are, not all are gender biased in the same way. Self-examination is helpful in locating the area(s) where bias exists and pointing to particular strategies that might be useful. Research also points to the importance of "questioning techniques" in improving the classroom environment. For instance, it has been shown that boys are called on to respond to questions more frequently than girls; teachers use longer "wait times" with boys; and with boys, teachers probe and extend more cues to elicit correct responses. In addition, it has been observed that girls are most commonly asked questions that

elicit factual information and assess comprehension (lower order questions) while boys are typically asked to analyze, synthesize, evaluate and apply (higher order questions). While both types of questions are important, higher order questions provide a springboard for critical thinking and ultimately equip students with the skills they need to boost their levels of achievement. Lower level questions do not.

Strategies designed to improve classroom instruction have been the focus of most scholarly attention. As noted earlier these strategies come primarily from math and science classrooms and are based on the premise that students learn in different ways and at different rates. Adapting instruction to differences is a feasible and effective alternative for maximizing learning. Traditionally, the pedagogical model preferred by teachers in the U.S. has emphasized competition. Students compete for the teacher's attention, approval and grades. Recent studies however have pointed to the importance of cooperative learning in which students help each other learn and work together to achieve common goals.

Cooperative learning increases achievement, promotes critical thinking skills and enhances self-esteem. In a cooperative learning environment, the teacher and the student assume dramatically different roles. In the traditional classroom; the teacher lectures, grades, and rewards individual effort. In the cooperative classroom; the teacher facilitates, provides feedback and rewards team effort. The student in the traditional classroom listens, competes, and is a passive learner. In the cooperative classroom, she communicates, collaborates, and solves problems. The cooperative learning model is based on the assumption that by working in groups, students' efforts will be recognized and their work rewarded. Often, grades are assigned based on the performance of the group, thus minimizing pressure on any one individual's performance. Cooperative learning is not the only teaching strategy that empowers young women in geography and social studies classrooms. Other alternative teaching techniques include:

- o Role playing
- o Simulation of real world events
- o Personalizing the curriculum
- o Interviews with local "experts"
- o Geography games
- o Guided imagery
- o Puzzles and other problem solving assessments
- o Hands-on activities
- o Brainstorming sessions
- o Original research projects
- o Creative writing
- o Oral presentations
- o Simulations
- o Class presentations
- o Data collection

Previous studies in related fields leave little doubt that the majority of young women work best in a collaborative setting--in pairs, trios, or small teams. Personalizing the curriculum also offers students a chance to become more involved in lesson plan content. Role playing in situations requiring geographic thinking and problem solving by participants is especially valuable to female students since it requires a more personal involvement in lesson plan content. The simulation of real world events, in particular, provides a meaningful experience for young women because it encourages global thinking on a personal level.

The use of geography games in the classroom has been shown to encourage lower achieving students to become more engaged in the learning process. Games encourage student interest and can eventually initiate discussions about decision making, values, and attitudes. Games usually focus on the solution of one particular geographic problem; however, according to Monk's study of women's roles in geographic games, this teaching method may also deal with relative issues of power among its participants (Monk 1978). "In using such games, we are indicating implicitly, if not explicitly, how geographers view society and the roles of some groups within it" (Monk 1978, 190). The use of geographic games and role playing to encourage gender-balancing in the classroom must, therefore, be accomplished with particular sensitivity to the characterization and assignment of roles to students. It is important, for example, for young women to be assigned some roles that portray power during the game (i.e. county supervisor in a planning game; attorney in a land use claim case, etc.) rather than allowing students to select their own characters for the game. Monk's research emphasizes that it is most important to examine these issues of male and female access to power in spatial decision making as one aspect of the classroom use of existing geography games.

Making geography real by bringing in role models and other speakers from the local community also makes geography content more personal to young women. It has been well documented that the female learning process is amplified by direct contact with other people, especially those who are working in the real world.

Young women in geography classes also do well with hands-on activities. Working in small groups to construct regional maps that incorporate, for example, topography, vegetation diversity, or features of the cultural landscape, involve students directly in learning about geographic patterns. Puzzles and other problem solving challenges are usually most effective for young women when solutions are "discovered" in pairs or small groups. Small groups of students may be assigned topics that require brainstorming, data collection, creative writing, and oral presentations. These teaching strategies not only encourage young women, but will move all students toward independent, student-centered learning.

Curriculum. Only recently have teachers had direct input in developing and organizing school curricula. In the past curriculum development was the responsibility of Boards of Education. Topics and activities were far removed from the interests and lives of girls. As a result, girls (and minorities) fared poorly in the

classroom. Curriculum that appeals to (and benefits) underrepresented groups is helpful to all students, and is a critical concern in this effort. We hope the incorporation of some or all of the ideas presented in the Finding A Way lessons will encourage all of your students to become enlightened and motivated geographic learners. With more than half the enrollment of all middle and high schools in the United States female and increasing numbers of high school graduates members of minority groups, it is essential that we focus our attention on the empowerment of these all too often overlooked groups. The learning activities that follow are a first step in our search to understand and address this vitally important challenge facing our nation's schools.

The lesson ideas and strategies presented in this book were developed by a collaborative team of curriculum specialists from around the country. Their goal was to create a set of gender-sensitive curricular modules that could stand alone in a geography or social studies class or be infused into units already in place. To assist teachers in preparing for future curricular change in geography and social studies education, the three NAEP categories influenced the selection of lesson topics. As well, *Geography for Life: National Geography Standards 1994*, developed by the Geography Education Standards Project, were important in determining the overall subject matter of each module. Each lesson is based on one of the six essential elements identified in the standards: the world in spatial terms; places and regions; physical systems; human systems; environment and society; or applications of geography. Moreover, each module is modeled on the standards in that they specifically identify what the student is to know as a result of the lesson, what specific skills the student should gain, and what the student should be able to do. The lessons also incorporate the five fundamental themes of geography, location, place, human-environment interaction, movement, and region. Thus, they are responsive to the considerable work in geographic education that preceded the project.

Finding a Way materials also include specific geography skills and concepts, and feature a variety of world regions. As mentioned earlier, the incorporation of teaching strategies that empower young women are the key contribution of these learning activities. By establishing lessons that link instructional strategies, National Education Goals, the national geography standards, and the five themes of geography, we believe these lessons will help equip young women of diverse racial and ethnic backgrounds with the knowledge and skills they need to become competent and productive citizens in the 21st century.

Learning activities presented here also emphasize the application of geographic thinking and innovative strategies to a range of spatial contexts, cultural milieu, and socioeconomic situations. Lessons that encourage underrepresented groups must depart dramatically from traditional memorization, strict Cartesian logic, and "single hemisphere" learning. Instead, they should emphasize critical thinking skills, collaborative effort, and direct student involvement in the learning process. The common theme in all instances is the significance attached to strategies that will

increase the achievement of all students, particularly young women in geography classrooms.

While they emphasize strategies to encourage and empower young women, the learning activities that follow also present a wide diversity of geography content. Lessons contained in the Space and Place category, embrace themes, concepts, and skills that are basic to an understanding of geography. Location, patterns and processes, map and graphing skills, and discussions of concepts such as mental maps, personal space, and political geography. Environment and Society brings together several "issue based" activities that center on real world concerns. These modules emphasize problem solving activities that will engage student interest. The activities in the Spatial Dynamics and Connections section, center on women and work, Islamic women, women and politics, women in literature, and North American migration patterns. These lessons emphasize the fundamental themes of movement, place, and region.

The learning activities are by no means the end of the story. In fact, they are merely vehicles for Finding a Way to make more effective, teaching and learning in the geography classroom.

Finding a Way: a Road Map for Teaching about Gender in Geography

Janice Monk²

During the *Finding A Way* Summer Institutes, participants created a road map on a graffiti wall in their meeting space. This "map" highlighted the roadblocks, detours, useful pathways, and important viewpoints they were encountering in finding a way to introduce content, strategies, and perspectives into the teaching of geography so that it would be responsive to the diversity of students and reflective of the worlds of women and girls. My introduction to this volume aims to provide a road map to the content component of efforts to teach a gender-sensitive geography. Such work requires developing critical perspectives on current practice as well as exploration of new content that draws on the last two decades of research and writing by geographers interested in gender issues. That literature is only beginning to find its way into introductory college texts and has yet to be widely integrated into geography in the schools.

Where Have We Been? Where Are We Now? Taking A Critical Look

Developing critical perspectives on the materials that have been and are available for teaching geography is an important starting point for moving on to new perspectives. One of the insights of recent research in geographic studies of gender, ethnicity, and of the world outside our national boundaries has been the extent to which what we know and are taught is not "objective," but reflects the interests, experiences, and cultural perspectives of those who create it--and of those who pay for and publish it. An examination of geography textbooks that asks "where are the women and girls?" "whose voices do we hear?" "what images do we see?" highlights for us some of the key orientations and gaps. These may be unconsciously created or result from publishers' desires to reach what they think is the widest audiences.

We can gain insights into the perspectives presented by reading critical reviews of published work, by doing our own critiques, and by engaging students in questioning texts, videos, and other materials. Canadian author, Donald Massey (1986) presents an interesting story of the ways in which the publisher of the textbook he was writing edited successive versions of his manuscript so that it became progressively more bland and conservative. Initially, Massey wrote about Syrian women challenging social conventions and questioning their rights to receive education and engage in employment. This writing was eventually transformed by editors into a conservative statement that Hamid wanted to be a nurse, but that though her father was proud of her accomplishments in school, training for nursing would require her to leave home,

² Janice Monk is the Executive Director of the Southwest Institute for Research on Women (SIROW) at the University of Arizona, Tucson, Arizona.

and he did not want that. In this version, the depiction of male power and initiative predominates. The text then added a sketch of Bedouin women's dress, face coverings, and jewelry, noting the sequence in which clothes were put on. Students were asked how clothes worn by Bedouins and Canadians in hot weather differed. The women are thus seen in terms of static, exotic stereotypes.

The style of writing, as well as its content, is also an issue. Ann Larimore (1978) identified gender-blind assumptions in geography texts, commenting, for example, on descriptions of "family" farms in terms of a father and his sons, ignoring the important roles of women and girls in sustaining the unit. She also argued that over-use of the passive voice and a focus on broad processes, such as "urbanization," remove the sense of human involvement. My own analysis of the roles included in some published role playing games in geography (Monk, 1978) identified many more roles, and more specific roles, for male than female characters. Further, males were described in active and potent terms--as "youthful," "competent," "confident," and "responsible," whereas the female characters were identified as "not dynamic," "works steadily and quietly," or "goes along with the majority." Such forms of representation devalue and deny the active roles of women and girls.

Though these articles were written some time ago, in our institutes we used similar analytical techniques to examine current texts. One group of teachers examined photographs to tabulate how many portrayed males only, females only, or both males and females. They looked to see whether the males or females were the main focus of the picture or marginal, and who were shown in positions that were active or passive or in roles that were instrumental or expressive. Among the teachers' findings were the numerical dominance of males in images and their portrayal in active roles. Interestingly, they also noted that images including people were most often set in non-Western countries, perhaps seen as more interesting and exotic, whereas scenes from Western cultures were often long-distance views lacking people (reinforcing Larimore's observation that we interpret landscapes and processes as just occurring, rather than asking about who is responsible for them).

We also looked at whose voices were represented, using as an example a text in which quotations from literary works introduced the chapters. We asked whether the authors selected were male or female and whether they were "insiders" to the region or "outsiders," "majority" or "minority" writers (insofar as these characteristics could be determined). Again, we found male dominance, and also that most authors were Western. Whereas Western authors introduced chapters on various world regions, the non-Western authors selected "spoke" only for their own regions. Subtly, these voices conveyed impressions of who has authority and knowledge of the world.

Beyond these issues of representation are questions about the extent to which the topics chosen for study, the methods used to reach conclusions, and the examples selected to illustrate generalizations reflect diversity within society and especially, the activities of women and girls. I will take up these themes in more detail later, in a positive rather than critical way, suggesting themes that can be included in our

teaching. But it is important to note some of the ways in which teaching has emphasized the worlds of adult males, focusing, for example, on paid work, commercial agriculture, and heavy industries while omitting attention to unpaid household work, subsistence agriculture, or service employment. Similarly, teaching about population has tended to portray differences in age structure of countries, but not to look at differences among them in the sex or ethnic composition, and what might underlie such differences. Sometimes data on life expectancy are given separately for women and men, but rarely are literacy rates or per capita income shown separately though these may well demonstrate greater disparities among women and men than life expectancy. In summary, we can ask many questions about the assumptions of our existing sources that can highlight gender and ethnic issues. In the process, we not only learn something about people and places, but we also develop critical skills in analyzing the creation and transmission of knowledge.

Signposts: Key Concepts for Understanding Gender

The word *gender* has come into everyday speech almost as a substitute for 'male' and 'female.' But its origins and uses in social sciences are more specific and distinct. Gender was introduced as a concept in the 1970s to distinguish the biological differences between women and men (male and female), which were identified as sexual differences, from those that reflect culture, history, and geography--what we think of as 'masculinity' and 'femininity.' It is this conceptualization that is important in teaching geography. How are we socialized from childhood to learn certain roles and behaviors as appropriately masculine or feminine? How does this socialization shape the ways we organize and use space in our daily lives? How do social values, political ideologies, and the material conditions of life sustain gender differences? How do these vary over time and between places?

A central issue in examining gender differences is the extent to which they are associated with inequalities and differences in power. This recognition was one of the key factors stimulating the development of *Finding A Way*. A group of geographers, especially women geographers, was well aware that girls were largely missing from the highly visible finals of the National Geography Bees, that average scores on national achievement tests were lower for girls than for boys, and that women were underrepresented in professional geography. Rather than seeing these distinctions as somehow based in biology,³ they looked for explanations in aspects of gender and for ways to change these inequalities through our practice. Do we treat girls and boys differently in our classrooms, schools, and communities in ways that might affect their interest in and ability to perform academically in geography? Are there ways to change what we do in order to redress inequalities? How might those changes enrich the lives of both girls and boys and simultaneously improve geographic understanding for all?

³ A substantial literature reports on *sex* differences in spatial learning, but it is not clear what the significance of the observed differences is for much geographic learning. The research is also inconsistent in its findings, partly reflecting the particularities of research designs. A useful overview of this research has been published by Self and Golledge (1994).

Recent research has not only looked at gender differences, but also at the ways that gender connects with other forms of social difference, for example, ethnicity, class, age, religion, and sexual orientation to shape people's identities and opportunities. Not everyone, everywhere, experiences gender in the same way though clearly gender inequalities are marked within most groups, if differently. This attention to diversity and the contexts in which it is expressed opens up many opportunities to ask geographic questions. How do space and place shape different expressions and experiences of gender? How do ideologies and values about gender influence the nature of the spaces and places of our lives and human relationships with the environment?

Once we adopt this understanding of gender, we can bring in additional concepts that will be useful across many areas of geography. The ones I will introduce here include *gender roles*; *gender divisions of labor*; and *public and private spaces*. I will explain each concept and give some examples to illustrate its use.

Gender Roles

From childhood, we are socialized into roles and behaviors that are identified as masculine or feminine. Studies of children's everyday uses of space show notable differences in the ways their out-of-school experiences are affected by social expectations, especially, but not only, by parental beliefs. Boys in many contexts are given much more spatial freedom than girls, particularly when parents feel concerns for girls' safety. Several studies show that these differences increase as children move from early to middle childhood, but they also show that cultural and social factors intersect with gender in shaping gender differences in spatial behavior (Hart, 1979; Katz, 1993; Rosenbloom, 1993). Young Sudanese girls, for example, have considerable opportunity to move around with few restrictions and to learn about their environment, but they are restricted when they reach puberty. Dutch boys and girls commonly ride bikes within their communities experiencing much more independent movement than most American children. Gender socialization thus has implications for autonomy and freedom in space, and learning about one's environment.

Our schools and classrooms are also gendered spaces that reveal assumptions about boys' and girls' roles. Students at the University of Arizona conducted research that showed many ways in which two schools, built in Tucson about the same time, presented clear ideas about gender in their organization of space, curricula, and extra-curricular activities. Their study also revealed important class and ethnic distinctions. At Catalina, the school designed for white, middle-class students, the architecture was *avant-garde* and spaces were generous, especially in public areas and the gym. At Pueblo, the school designed for Mexican American students, the architecture was more conventional, the gym and locker room space more restricted. Catalina offered more choice of courses, especially academic courses; Pueblo featured homemaking and industrial arts. Girls at Catalina could join such clubs as Future Nurses and Future Teachers of America (gender and class stereotyped) or take up activities to support

males (cheer-leading) or that emphasized physical beauty; at Pueblo, the clubs for girls were oriented towards secretarial work and homemaking while the modeling club taught good posture and grooming rather than promoting 'beauty queens' (Monk, 1996).

Karen Nairn's (1997) research in New Zealand on "quiet" students shows how gender roles are expressed spatially within the classroom. Not only were more girls than boys identified by teachers and fellow students as "quiet" (that is, participating less in talking with the teacher, answering questions, and so on), but these quiet students revealed that they sat near the back or towards the sides of the class in order to avoid being observed or made fun of by others (specifically boys) or so as not to bother the teacher with their needs. These kinds of situations reveal how gender roles foster and reflect inequalities in power, and how those inequalities have spatial components.

Gender Divisions of Labor

Across cultures, the kinds of paid work that people do and the division of work in the household are markedly shaped by gender differences in opportunities, expectations, and rewards. At a general level, we can distinguish two types of work, referred to as *productive* and *reproductive* work. In geography, we have traditionally taught mainly about the former, and especially about paid productive work done by men. A gender-sensitive geography recognizes both kinds of work and looks at who does what, where, and why.

Increasingly over the last three decades, women have entered the paid work force in many parts of the world without giving up their primary responsibilities for the reproductive work of caring for home and family and maintaining social relations within communities. It is important that we teach more about the productive work women do, how that differs from place to place, and how opportunities and constraints, choices and experiences are connected to issues of place and space. But we also need to teach about reproductive work, and how the two kinds of work are interrelated.

Research by Susan Hanson and Geraldine Pratt (1995) offers rich understanding of the links between gender, work, place and space. They have looked at four distinctly different areas within metropolitan Worcester, Massachusetts. Main South is an old, inner city industrial neighborhood, home to low-income people living in multifamily houses. It is a place where Puerto Ricans live when they first come to Worcester. Upper Burncoat is a neighborhood of white, middle-class, single family homes though it has an enclave of public housing. The Blackstone Valley has long been identified as a textile milling community while Westborough is a rapidly growing white community with new high tech industries, office and industrial parks, and high quality housing and services. Hanson and Pratt found that localized personal and family networks and daily activity patterns within these distinct communities critically influenced the types of jobs that women and men envisioned for themselves, knew about, and found. More than three-quarters of the large sample of people they

interviewed learned of their jobs informally through personal contacts or seeing advertisements in workplaces near their homes. Fully 80 percent had at least one friend or relative working in the same place. Such place-based knowledge played a critical role in identifying what they thought it possible to be: architect or clerk, comb winder or hairdresser.

Not only employees, but also employers in Worcester saw places as having specific identities and carried these identities as mental maps when they recruited workers. The employers' images were strongly inflected by gender and ethnicity. Perhaps the best examples Hanson and Pratt found were what employers described as "mother's jobs." In Main South, where the neighborhood was perceived to be unsafe, "mothers' hours" were identified as 9 A.M. to 3 P.M. In the Blackstone Valley, mothers were encouraged to work "while your children are asleep." In Westborough, where incomes are higher, part-time work was offered as the ideal opportunity for the middle-class mom. An Upper Burncoat employer saw that area as attractive because people living in public housing could provide him with a low cost workforce, their wages in effect being subsidized by low rents and publicly supported childcare. Here, Puerto Rican social networks were key in opening jobs for Puerto Rican men. In Blackstone Valley, an employer had a relationship with a Polish parish in the city of Worcester and used that contact to shape the gender and ethnic patterns of his hiring.

Investigating *reproductive* work is a new topic for geography. Across the world, who does the housework, cares for children, fetches water and firewood? How are productive and reproductive work related to each other? How are they linked to space and place? Numerous studies in North American cities (especially in the older, eastern cities) show that women work closer to home and use public transport to a greater extent than men in making their daily journey to work. Women's responsibilities for combining paid work and household work have an important influence on these daily patterns. If the family has only one car, it is more likely to be used for the daily travel by the man even though women are especially likely to make trips that require multiple stops to pick up children and go to the store en route between home and work. Thus, their daily travel would be facilitated by having the car (Hanson and Johnston, 1985). These gender patterns are not simple, however. They are inflected by race, ethnicity, and class and whether a woman works in a typically female job or a typically male job. Sarah McLafferty and Valerie Preston (1991) documented that minority women were more likely to travel longer distances to work than white women, and Hanson and Pratt (1995) showed that women who did not work in typically female jobs traveled longer distances than those who did.

How do households in different places manage to combine paid and unpaid work? Are there any signs of change? While most research shows that women across cultures and classes carry the primary responsibilities for household work and have less leisure time than men, Hanson and Pratt found an emerging pattern in some working class families of mothers and fathers in Worcester choosing shift work so that they could combine paid work and childcare. Altha Cravey (1998) had similar findings in some of the squatter settlements of workers who had migrated to the

Mexican side of the U.S. border to take up low-wage jobs in expanding export-oriented industrial zones. In other words, though reproductive work is mainly associated with women, patterns can change in relation to social, cultural, and geographic contexts.

In African and Asian settings, geographers have discovered the extraordinarily important roles of women in reproductive work. They bear heavy responsibilities for growing the food and caring for the animals on which their households depend. They must also travel long distances to obtain firewood and water. They do the cooking, childcare, and other household chores. As a consequence, women work very long hours. Joni Seager's imaginative *State of Women in the World Atlas* documents variations in the length of women's work days from country to country. Other authors complement that information by showing ways in which the nature and quantity of women's and men's work varies not only across countries but also within the same country in different agricultural systems and in different seasons (Momsen and Kinnaird, 1993).

Public and Private Spaces

Although it is not generally acknowledged, the spaces that geographers have mostly taught about are those we might think of as *public*, or at least those in public view even if not owned in common: factories and fields, cities and cemeteries, watersheds and woodlands. With growing interest in gender studies, attention turned to studying private spaces too, especially the spaces within the home. This move partly reflected the association of important aspects of women's everyday lives with interior spaces. It also indicated an awareness that gender relations and women's well-being were shaped not only by public policies and economies, but also by personal relationships. Analyzing the creation of and meanings given to domestic spaces allowed geographers to address how women were spatially constrained, as well as how they expressed their own desires within space.

Examples from non-Western cultures are particularly useful to introduce explorations of gender and private space. For centuries, the spatial arrangements in middle- and upper-class homes in Imperial China gave material expression to Confucian beliefs about male and female roles. Women's quarters were placed at the rear of a series of courtyards in order to protect them and constrain their contact with the outside world reflecting expectations that women devote themselves to their husband's household and reproduction of his lineage. In various Islamic cultures, religiously prescribed seclusion required that homes include rooms to which women could withdraw when unrelated men were visiting the home. Daphne Spain (1992) and others (see Monk, 1999) have provided examples from a variety of cultures and historical periods of household interiors in which women's and men's spaces are quite distinct. In our own time, interior decoration has also often reflected ideas about which spaces should appear masculine and which feminine--pastel colors and floral patterns in bedrooms, for example, or leather and wood in dens. Advertisements have often placed men in the "rugged outdoors" and women in domestic interiors.

Thinking about gendered spaces need not be limited to the study of homes and private spaces, however. Girls and boys may establish different territories at schools. Other public spaces such as shopping malls incorporate distinct messages about gender, class, and age in their selection, placement, and decoration of stores (Winchester, 1992). At a larger scale, the development of suburbia as an urban form, together with the passing of zoning laws that excluded businesses from residential areas, symbolized ideas about gender roles and the separation of public and private life (Monk, 1999).

Gender in the Landscape and Environment

The concepts I have presented for approaching gender within geography do not need to be seen separately. Rather, we can bring them together to understand landscapes and the ways humans perceive and interact with their environments. In this concluding section, I will illustrate how gender roles, gender divisions of labor, and gendered ideas about public and private spaces come together. The first set of examples will deal with urban landscapes, the second with women's activism in confronting environmental degradation.

Bodies on the Landscape

Over the last several years, I have been paying attention to monuments in the urban landscapes of several countries focusing on those that represent the human body in *public spaces*. Overwhelmingly, the female bodies represent symbolic concepts--peace, liberty, justice, and beauty--while the male bodies represent both historical individuals and symbolic concepts--such as youth, courage, and valor. These monuments are just one of the ways in which the landscape communicates to us about appropriate *gender roles* and their association with unequal power. The many figures of military heroes and political figures mounted on horseback, for example, communicate ideas that associate men with leadership and a commanding presence. A few historical women are evident, mostly those who entered the male sphere, such as the figures of Queen Victoria in many cities of the former British Empire or of Joan of Arc, present in both Washington, D.C. and New York. Interestingly, the few historical monuments to women I have seen in public spaces have been erected by women's organizations (for example, the monuments to Mother Elizabeth Seton in Manhattan and to Kate Shephard and her colleagues who won the vote for women in New Zealand, located in Christchurch). In the 1990s, the Women in Military Service Foundation was successful in creating a monument at Arlington National Cemetery to honor women veterans. It includes photographs of women who served.

Still, these particular monuments commemorate women when they enter public spaces associated with male realms of life. Recent examples, however, suggest ways in which some of the boundaries of public and private spaces and gender roles might be simultaneously confirmed and challenged. Some Latin American cases illustrate

this process. The Mothers of the Plaza de Mayo in Argentina invoked their private roles to enter public space in order to protest the state terrorism that had invaded the private spaces of homes to "disappear" members of their families (Scarpaci and Frazier, 1993). Today, the Plaza in Buenos Aires is marked with small paintings of white scarves marking the Mothers' stand. Similarly, the *CoMadres* of El Salvador drew on their private familial roles in public protests as they sought out clandestine cemeteries, took and published photographs of the tortured and killed. Yet they also integrated "women's" reproductive work in their efforts--organizing child and health care services and providing food and clothing for refugees (Schirmer, 1993).

Confronting Environmental Degradation

The gendered divisions of labor that result in women assuming major responsibilities for health care, childcare, food preparation and the home have been identified by a number of geographers and other researchers concerned with gender issues as an important reason why women make up a disproportionately high number of the people engaged in grassroots environmental activism. In industrial societies, this may take the form of organizing protests against toxic wastes or raising consumer issues. In Third World countries, it may revolve around forestry campaigns, for example planting species that will yield fuel wood, fodder, and medicines, not just fast growing trees destined for export of lumber (Seager, 1993; Rocheleau et al., 1996).

Identification as housewives and mothers can work against women or be used by them as they organize to confront environmental degradation. Joni Seager describes how Lois Gibbs's careful documentation of deaths, cancer, birth defects and serious illnesses at Love Canal in New York was initially dismissed as the work of a "hysterical housewife" and only acknowledged as accurate when she gained the support of volunteer professional scientists. Other groups, however, have drawn on their reproductive, domestic identification within their protest activities. For example, Spanish women in Gibralfaro used the tactic of going each night to their roofs or windows to bang their pots and pans in protest against a toxic waste site (Brú-Bistuer, 1996). They thus drew on their gender roles while integrating public and private spaces. In a Polish context, public and private, productive and reproductive also come together. Anne Bellows (1996) has described a case in which women professional engineers brought together their access to data, expertise, and personal household awareness to create the "Tested Foods for Silesia" program to fight the toxicity of fruits and vegetables grown in contaminated soils and promote the production, sale, and consumption of safer foods.

In the United States, racial and ethnic minority women have been especially active in working against the degradation of the environment that is particularly serious in their communities. In WHE-ACT (West Harlem Environmental Action), older African American women, in particular, drew on their tradition of behind-the-scenes leadership in the community to mobilize action against a hazardous sewage treatment plant. In Los Angeles, Mexican Americans working against multiple environmental and locational problems in their community organized under the name, Mothers of

East Los Angeles though this group has been open to men's participation. Here it is the symbolism of the gender role that is key (Pulido, 1997). In both cases, public and private concerns and spaces come together, as do gender, race, and ethnicity in identifying and resisting issues of environmental injustice.

Towards a More Inclusive View of the World

The aim of this brief tour through the literature about gender and geography has not been to create a comprehensive guidebook of "everything you ever wanted to know," but to stimulate you to teach geography so that it will be more inclusive of the lives of women and girls to recognize that their experiences of space and place are many times not the same as those of men and boys. I have tried to show that the spatial organization of society is influenced by gender, and that gender also has an impact on the creation and experience of space and place. I have selected examples that show women and girls not only as constrained victims but also as agents acting on their own behalf. Further, I have aimed to present differences among women and girls that result from the ways in which class, religion, age, ethnicity, and race play out differently in different places. Nevertheless, there are key concepts such as those I have employed that can be used to look across these differences to create a geography which strives to reach and enrich the learning of all students, especially those who are underrepresented in the materials we have been presented with in the past. This introductory essay and the lessons that follow aim to help you to "find a way" towards that destination.

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FINDING A WAY

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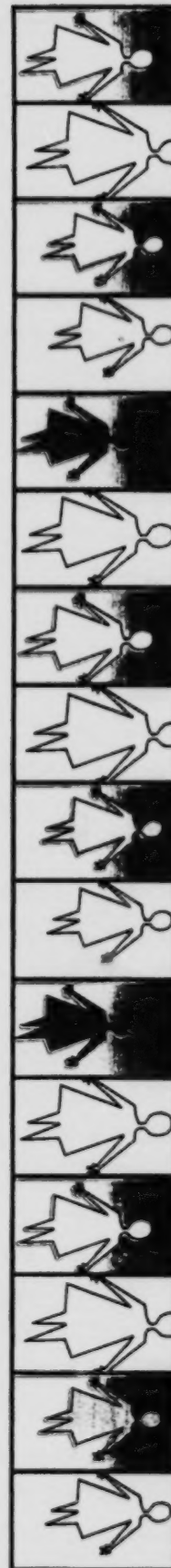
AND JUSTICE FOR ALL?

by Myrna Newman

*Exploring how geographers make decisions
about locating hazardous waste landfills
and incinerators*

TITLE NO.

1



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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AND JUSTICE FOR ALL?¹

INTRODUCTION:

In recent years, awareness of the disproportionate number of hazardous waste landfills and incinerators that are located in poor and minority communities has led many citizens around the country to urge a re-evaluation of our nation's policies concerning waste disposal. In this lesson, students are introduced to a community in which several waste facilities are present. They are then asked to evaluate data to determine the nature, sources, and possible solutions to this community's pollution problem. They are also asked to evaluate their data and make a decision to determine whether the term *environmental injustice* could be applied to the problem.

This activity is a case study of Chester, Pennsylvania, a city of about 42,000 people. It is located about 15 miles southwest of Philadelphia in Delaware County. Its location along the Delaware River has shaped its history of manufacturing and industry. As is the case in many industrial areas in the northeast, in recent decades, increasing international competition and globalization have devastated the economy of Chester. Those families most able to move have left transforming the racial and economic makeup of the community. Today, 65 percent of Chester's residents are African Americans and the median family income is 45 percent lower than the mean for Delaware County.

In 1986, *Russell, Rea, and Zappala*, an investment company based in Pittsburgh, began developing land adjacent to Chester for use as sites for waste. Since then, Chester residents have experienced excessive levels of air pollution, odors, noise, truck traffic, diesel fumes, and other environmental dangers associated with the waste facilities. In 1992, the residents of Chester organized to respond to these environmental issues. They formed an organization called *Chester Residents Concerned for Quality Living* (CRCQL) and have been fighting to improve their community ever since.

One resident, Zulene Mayfield, has emerged as the leader of CRCQL. As chairperson, she has made it her mission to rid the community of pollution and fight the corruption and injustice in the system that made such pollution possible. This lesson brings the issue of environmental justice to students and highlights the importance of locational decision-making. Beyond this, it encourages students to recognize the importance of organizing and taking action to eliminate such injustice in the future.

This activity is developed for students in grades 6-8, but is adaptable to any grade.

¹ Myrna Newman, Seaford Middle School, Seaford, Delaware originally developed this lesson. It has been revised by Rickie Sanders, Temple University, Philadelphia, Pennsylvania.

OBJECTIVES:²**Knowledge**

1. Apply concepts such as *site* and *situation* to describe the location of Chester, Pennsylvania.
2. Plan and grapple simultaneously with the imbalances in power and planning, inequalities in education and resources, and demographic change.
3. Develop a vocabulary that centers around environmental discourse.

Skills

1. Use data to create a graphic representation (map, graph or other visual organizers).
2. Recognize patterns in the distribution of waste facilities.
3. Hypothesize and analyze reasons underlying the patterns they see on the landscape.

Perspectives

1. Become aware of the importance of digging beneath the data to interpret them.
2. Appreciate what happens when a community's residents decide to begin taking control of their future.

RESOURCES:

- Colored pencils, markers, and crayons
- Map of the Pennsylvania-Delaware region (e.g., a commercial street map)
- Copy of *Laid to Waste* video³
- Student Resource 1: QUESTIONS TO HELP YOU INTERPRET VIDEOS
- Student Resource 2: LAID TO WASTE VIDEO QUESTIONS
- Student Resource 3: COMPANIES SENDING WASTE TO CHESTER

IMPLEMENTING THE ACTIVITY:**Day 1**

If possible, obtain a small amount of sulfur from the science teacher and allow the smell to permeate the room before the students arrive. When they arrive, instruct them to write a reaction to the following scenario in their journals:

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

³ *Laid to Waste* is available from the University of California Extension Center for Media and Independent Learning, 2000 Center Street, Fourth Floor, Berkeley, CA, 94704. Email: <cmil@uclink.berkeley.edu>. Internet URL: <<http://www-cmil.unex.berkeley.edu/media/>>. *Laid to Waste* received the National Educational Film Festival Award and the World Population Film and Video Festival Award. Produced by Robert Bahar and George McCollough, *Laid to Waste* has been described as the best case study of environmental injustice and racism available on video.

IMPLEMENTING THE ACTIVITY:

Day 1

If possible, obtain a small amount of sulfur from the science teacher and allow the smell to permeate the room before the students arrive. When they arrive, instruct them to write a reaction to the following scenario in their journals:

Pretend that you live in a neighborhood that smells like this (rotten eggs) everyday. How do you think it might affect how you live and what you do?

Allow students to share their reactions orally. Explain to the class that such a neighborhood really does exist. It is the city of Chester, Pennsylvania, located just north of the Delaware-Pennsylvania border.⁴ Distribute a map of the region to each group of 2-3 students and instruct them to locate and highlight Chester on the map. You might also ask them to jot down a few words or phrases to describe Chester's location. The terms *site* and *situation* might be especially useful.

Homework

Place the following roles in a hat for students to draw from:

- Mother of a pre-school child
- Mayor
- Owner of a waste facility
- Teenager
- Worker at a waste facility plant
- Owner of a business in the community
- City employee
- Minister
- Property owner
- Father of school-aged children

Have each student pull one role from the hat. Instruct students to respond to the following questions in their journals from the perspective of the person they selected.

- *Do you enjoy living in Chester? Why? Why not?*

⁴ For more information about environmental problems in Chester, Pennsylvania, visit Chester Residents Concerned for Quality Living Homepage at <http://www.envirolink.org/orgs/pen/crcql/index.html>. For additional information on environmental justice, consult the following resources:

Commission for Racial Justice, United Church of Christ. 1987. *Toxic Wastes and Race in the United States: A National Report on the Racial and Socioeconomic Characteristics of Communities with Hazardous Waste Sites*. New York: Public Data Access.

Goldman, Benjamin A. 1991. *The Truth about Where You Live: An Atlas for Action on Toxins and Mortality*. New York: Time Books/Random House.

Moyers, Bill and Center for Investigative Reporting. 1990. *Global Dumping Ground: The International Traffic in Hazardous Waste*. Washington: Seven Locks Press.

Wenz, Peter S. 1988. *Environmental Justice*. Albany: State University of New York Press.

Day 2

Have students work in pairs to brainstorm a list of actions they might take to alleviate conditions in Chester if they lived there. Then, bring the class back together to create a master list. Using the turn-taking strategy, ask each pair to contribute one of the actions they included in their list to the master list.

Explain that they will be watching a video today that shows what action one woman and many other concerned citizens are taking in Chester. Display an overhead transparency of Student Resource 1, *Questions to Help You Interpret Videos*. Review the questions and explain that they are useful guides in watching the video. Show all or part of *Laid to Waste*. Feel free to substitute any other available video.

Homework

Students should answer the questions about the video (Student Resource 2).

Day 3

Review the homework questions. Gather students into groups of three. Distribute one copy of the names and locations of companies that send their waste to the waste facilities in Chester (Student Resource 3). Have each group create a visual representation, e.g., a graph, a map, a chart, of where the garbage comes from and discuss the following question:

In the future, how could waste disposal in these originating states be dealt with so that it does not negatively affect Chester or any other similar communities?

Allow each group to share their visual representation and their ideas concerning waste disposal in the future.

Homework

Have students respond to the following question in their journals:

President Clinton has defined the term environmental injustice as "disproportionate, adverse effects on human health and the environment in minority and low-income communities." Based on this definition, do you think Chester is a good example of a place where environmental injustice is occurring? If so, why? If not, why not? Be sure to back up your answer with evidence.

EVALUATING THE ACTIVITY:

1. Using the chip method⁵, discuss answers to the journal writing. Instruct students to work in their groups to develop a graphic organizer that would illustrate:
 - the problem in Chester,
 - the causes of the problem,
 - the results of the problem, and
 - some possible solutions to the problem.

Remind students of the *Questions to Help Interpret Video* (Student Resource 1) and encourage them to use those as a guide. Allow groups to share or display their graphic organizers.

2. Choose a similar example of environmental injustice in your own area or in a region of the world you are studying and follow this procedure for a case study of that site.
3. Use the Five Themes of Geography – *location, place, human and environment interaction, region, and movement* – for interpreting the situation in Chester.⁶

EXTENSION ACTIVITIES:

- Take a field trip to a waste disposal site in your community or have a representative from a citizen's group visit your classroom and discuss issues involved in locating waste facilities.
- Have students become politically active by writing letters to: the editor of their local newspaper, environmental groups, companies responsible for dumping waste, their state senators, their governor, or the Department of Environmental Protection.

⁵ The chip method is a way to ensure that every student has an opportunity to have her or his ideas heard. Distribute one talking chip to each student. Once the student has contributed a single idea, he or she must wait until all other students have had an opportunity to talk.

⁶ Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers. 1984. *Guidelines for Geographic Education: Elementary and Secondary Schools*. Macomb, IL: The National Council for Geographic Education; Washington, D.C.: The Association of American Geographers.

Student Resource 1

QUESTIONS TO HELP YOU INTERPRET VIDEOS

Who and What?

Who are the individuals and groups involved?

What places, issues and resources are involved?

Are Where?

Where are places located?

Why is the location significant?

Why?

What are the causes at this particular place and at distant places?

How have human-environment relationships influenced the event?

So What?

What are some possible consequences for this particular place and for distant places?

How will the event impact the environment?

Student Resource 2

LAI'D TO WASTE VIDEO QUESTIONS

Name: _____ **Date:** _____ **Class:** _____

1. What are some of the issues involved in locating toxic waste sites?
2. Who has made the decisions that have resulted in the situation that exists in Chester?
3. Why have residents decided to fight?

Student Resource 3**COMPANIES SENDING WASTE TO CHESTER**

Company Name	Location
<i>Witco Chemical</i>	near Chester
<i>Scott Paper</i>	near Chester
<i>British Petroleum</i>	near Chester
<i>Sunoco Oil</i>	near Chester
<i>Westinghouse Incinerator</i> burns trash from:	Pennsylvania New Jersey New York Delaware Ohio
<i>Thermal Pure Systems</i> treats medical waste from:	Ohio Virginia Delaware Maryland New Jersey New York



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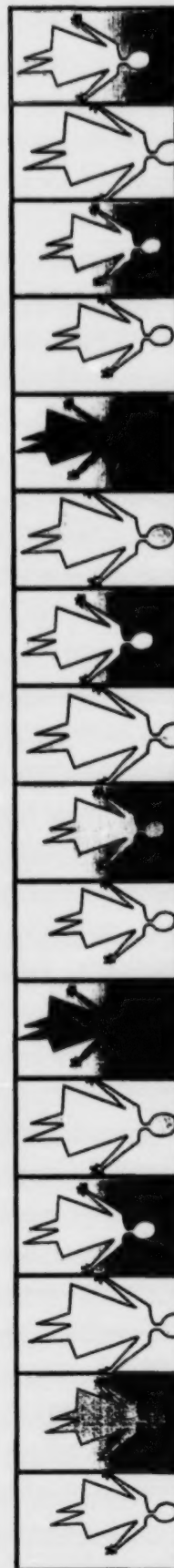
THE NUCLEAR ENERGIZER

by Barbara Chailland

*Looking for meaning in the locations of
nuclear power installations across the
United States and examining the pros and
cons of nuclear energy*

TITLE NO.

2



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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THE NUCLEAR ENERGIZER¹

INTRODUCTION:

Today's students live in a world that is becoming more crowded, more physically endangered, more economically competitive and interconnected. Understanding that world requires students to become sensitive to issues associated with the meaning, use, and distribution of resources.

This lesson focuses on the pros and cons of nuclear power as an energy source in the United States and the varied aspects of its impact on communities in which nuclear plants are located. Specific activities include:

- researching nuclear power as an energy source;
- viewing and critiquing video clips about nuclear power;
- listening to different voices on the benefits and costs of nuclear power for plant communities;
- collaborative mapping of specific locations of nuclear power installations in the United States;
- coming together in groups to analyze four communities where nuclear power plants are located;
- brainstorming in pairs the consequences of nuclear power for the United States and the world;
- role-playing individual people affected by the location of nuclear power plants; and
- designing a presentation on the costs vs. benefits of nuclear power as an energy source.

In undertaking these activities, students will be asking questions such as: Where are nuclear power plants located? Why are they located where they are? What are both social and environmental consequences and benefits of their being located where they are? In what ways does the location of a nuclear power plant affect you personally? Although this lesson is developed for students in grades 5-8, it can be adapted for students in higher grades.

OBJECTIVES:²

Knowledge

1. Conduct research and evaluate pros and cons.
2. Know the vocabulary and basic concepts of nuclear power production, e.g., energy, resource, nuclear power, nuclear fission, nuclear fuel cycle,

¹ This lesson was originally developed by Barbara Chailland, Fulton Middle School, Fulton, Missouri. It has been edited by Rickie Sanders, Temple University, Philadelphia, Pennsylvania.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994.

Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

radioactive, nuclear reactor containment, technological hazard, voice, Not In My Back Yard or NIMBY.

Skills

1. Acquire geographic information by analyzing emergency response information.
2. Organize information graphically on a map.
3. Examine the benefits and consequences of nuclear energy for the world and for the communities in which it is generated.
4. Ask geographic questions such as where and why nuclear power plants are located.

Perspectives

1. Develop an awareness of the importance of integrating multiple points of view.
2. Understand the critical importance of energy resources.

RESOURCES:

- Student Resource 1: NUCLEAR POWER PLANT FACILITIES IN THE UNITED STATES
- Student Resource 2: EMERGENCY RESPONSE FACILITY 1
- Student Resource 3: EMERGENCY RESPONSE FACILITY 2
- Student Resource 4: EMERGENCY RESPONSE FACILITY 3
- Student Resource 5: EMERGENCY RESPONSE FACILITY 4
- Student Resource 6: ROLE-PLAYING SCENARIOS
- Teacher Resource 1: GENERAL GUIDELINES FOR AN EMERGENCY PROCEDURE PLAN
- Teacher Resource 2: NUCLEAR PLANT MAP
- United States atlas for each pair of students
- Blank United States maps or transparencies
- Colored pencils or transparency marking pens
- Talking chips for each student, e.g., cut up pieces of paper, checkers, pennies

IMPLEMENTING THE ACTIVITY:

Day 1: Introducing the Activity

Place the word *energy* on the chalkboard. Using the chip method,¹ open the discussion by having students brainstorm ways in which the United States uses sources of energy such as coal, petroleum, natural gas, and nuclear power for the general welfare of our society. Examples might include providing power for transportation, manufacturing, heating and cooling buildings, and communication. Have students write these down as you write them on the board. Following this, ask students to circle all of the ways in which they are personally connected to consuming the nation's energy, e.g., air conditioned homes and cars, lights, telephones, blow

¹ The chip method is a way to ensure that every student has an opportunity to have her or his ideas heard. Distribute one talking chip to each student. Once the student has contributed a single idea, he or she must wait until all other students have had an opportunity to talk.

dryers, curling irons, stereos, televisions, eating food, wearing clothes transported from across the country and the world. This personalizes the discussion of energy use for the students.

Confirm the critical importance of energy resources to the development of human societies. Encourage discussion from all students along these lines:

- *What are the relationships between a country's standard of living and its accessibility to resources?*
- *Who makes the decisions for and what influences the division and control of land use?*

Explain to students that during this lesson, they will be asked to conduct research on nuclear power--its positive and negative impacts; to map locations of nuclear power facilities in the United States; to analyze communities where plants are located; to role play individuals affected by a technological hazard; and to design a presentation on the costs and benefits of nuclear power as an energy source. Introduce the acronym NIMBY (*Not In My Backyard*). Discuss how this affects the location of various types of facilities. Explain that these are questions that geographers are expected to answer:

- *Where are nuclear power plants located?*
- *Why are they located where they are?*
- *What are the consequences of their being located where they are?*
- *What are the benefits of their being there?*
- *What people are affected by these locational decisions?*
- *In what ways does the location of a nuclear power plant affect you?*

Day 2

Divide students into groups of three or four. Provide the groups with a list of the nuclear power plants in the United States (Student Resource 1). Provide students with atlases, colored pencils, blank maps (or a map transparency), and markers. Ask students to create group maps illustrating the locations of all nuclear power facilities in the United States. Allow about ten to fifteen minutes for the completion of the maps. Remind them to include *title, orientation, author, date, legend, and scale* (elements of a good map). Bring the groups back together to discuss their findings. Ask students once again to consider the questions

- *Where are nuclear power plants located?*
- *Why are they located where they are?*
- *Who decides where these facilities are placed?*
- *What are the consequences of their being located where they are?*
- *What are the benefits of their being there?*
- *In what ways does the location of a nuclear power plant affect you?*

Give adequate time for responses. Try to evoke students' concerns about technological hazards and their effects on communities. Lead them to consider consequences of such an event. Ask if there are concerns even without a disaster. Lead into a discussion of nuclear waste disposal. For example, *where is nuclear waste stored now? What are the consequences of such waste disposal? Why are there no sites in the United States? Why are they only in Europe and in third world countries?* Invite speculation about how people adjust to being evacuated from their homes, in some instances never to return again. Allow sufficient time for students to personalize the various effects of hazards. Ask about the concerns for the community if the plants did not exist, e.g., loss of jobs, income, economic survival of the community.

Divide the class into groups of 8 students each. Provide each group with a copy of the Emergency Response/Site Information for a different location in the United States (Student Resources 2-5). Students should designate a facilitator, a recorder, and a reporter for the group. Ask groups to review the data, and illustrate (by graph, chart, etc.) the location, population distribution, and other communities involved for the assigned region. Based on this information, the groups should try to answer the questions: *Why is it located there? How have the communities benefited? What are the costs for these communities?* They should indicate their findings, questions and concerns related to nuclear power in general. Additional groups can be formed by providing information on other installations.

Bring the groups back together to compare the plant sites for any similarities or differences. Ask students to discuss the questions: *Why are they there? And what are the consequences of their being there?* Write student responses on the board. Allow time for discussion. Use talking chips to get all students to participate in this discussion.

Day 5

If available, provide students with the Emergency Procedures Plan distributed by local authorities in their community. If not available, you may substitute this information using general guidelines found in Teacher Resource 1. Additional information about nuclear plant facilities and their locations are found in Teacher Resource 2. Ask students to read the pamphlet (or the general guidelines provided in Teacher Resource 1) and review the procedures for their community and surrounding counties. Discuss evacuation procedures if an incident/accident (technological hazard) were to occur at a local nuclear plant.

Group students into pairs. Provide each pair with a role-playing scenario describing a person who might be affected by an accident at a local nuclear plant (Student Resource 6). They should imagine themselves in their assigned roles during the period of time that an evacuation is taking place. During the following day's activity, students will role-play how it feels to be in an evacuation situation. They will express personal concerns and feelings, and related personal experiences related to the evacuation. Students should voice an assigned point of view about the effects of nuclear power on them personally and on their community. Explain to them that they should write an interview script to be used for a news special that will focus on the

evacuees' experiences and reflections on living in a community where nuclear power was a way of life and now their lives have changed dramatically as a result of the facility's location.

Day 6

Create a YNNN (*Your Name News Network*) newsroom setting in which various segments of a community have an opportunity to express feelings, describe experiences, and points of view about a nuclear incident and its various effects on specific individuals and the community at large. Randomly select a news anchorperson and a video photographer from among class members or invite other personnel or staff from the school to play these roles. Each pair of students will have time to speak about the issues from their assigned point of view. At the conclusion of the interviews, revisit objectives by writing on the board (or overhead transparency) the different viewpoints regarding nuclear energy and discussing the relationships between people, places, and environments over time. In addition, discuss the different voices that were heard during the activity.

- *Were there similarities?*
- *Were there differences?*
- *Were women and girls speaking about different concerns than men and boys?*
- *Was social class an issue in how various people perceived their roles?*

Note that race or ethnicity was not a factor reflected in the scenarios. Ask if that would have made any difference in the reactions. Have students think about and discuss reasons for the similarities and differences.

EVALUATING THE ACTIVITY:

Based on their research and in class activities, students will maintain a *Nuclear Energy Notebook/Journal* in which they will present their findings and conclusions on the pros and cons of nuclear power as an energy source and its impact on local communities where plants are located. The reports must:

- reflect multiple points of view;
- illustrate an understanding of the critical importance of energy resources to the development of human societies;
- identify pros and cons of nuclear power; and
- describe the geographic effects of nuclear power now and in the future.

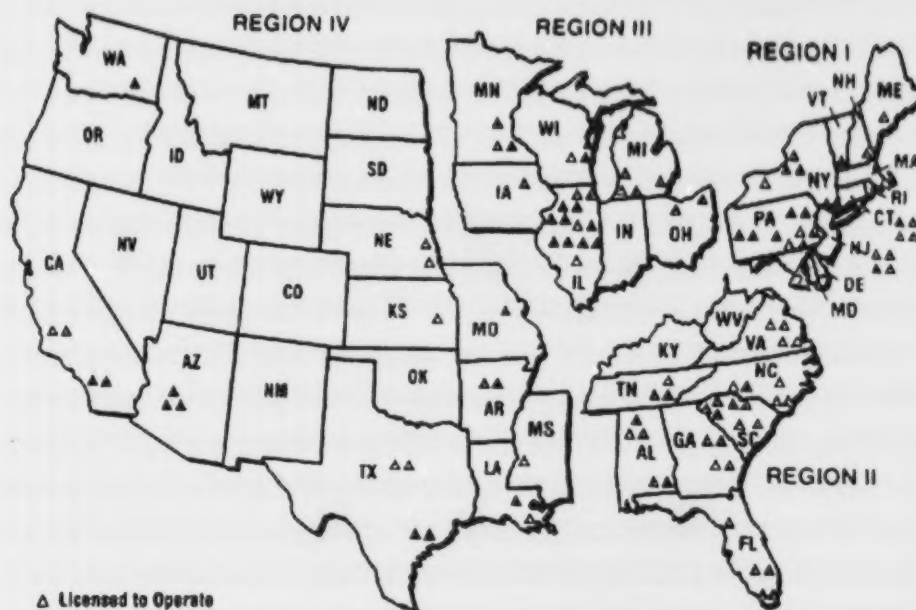
Any medium for presenting facts, information, and ideas is acceptable. Examples include songs, poems, narratives, skits, essays, news magazines, or videos.

EXTENSION ACTIVITIES:

- Have the students research the number of incidents and hazards relating to nuclear power plants in the United States and the world, and provide feedback to the rest of the class on the extent of those incidents, injuries, and their impact on the communities.
- Have the students research women and men who have actively fought for or against the building of nuclear power facilities in the U.S. This should move beyond developing a profile of the person. It should provide a concise list of reasons for their support or opposition to this type of energy source.

Teacher Resource 2

NUCLEAR PLANT MAP^s



BEST COPY AVAILABLE

^s Source: <<http://loki.fedworld.gov/gils/nrc/r05.html>>

Teacher Resource 1**GENERAL GUIDELINES FOR AN EMERGENCY PROCEDURE PLAN***

1. Lock all doors and windows.
2. Shut off the same appliances that you would if you were taking a short two or three-day trip.
3. Take these items with you: toothbrushes, personal hygiene items, a change of clothes, important papers, medications, valuables, and infant needs.
4. Keep car windows closed. Turn off your car's heating and cooling system until you are outside the evacuation zone.
5. If you are going to a reception and care center, bring sleeping bags or blankets.
6. Do not take pets with you. Leave them at home, with plenty of food and water.

Transportation: Use your own vehicle if you have one. Consider offering transportation to a neighbor. If you need transportation at the time of an emergency, pick-up point and transportation assistance telephone numbers will be provided by the Emergency Base Stations (EBS). Disabled residents who have no transportation, or need special transportation, should fill out and mail the special needs card on the back of this brochure.

Children in school: Each school within the Emergency Protection Zone (EPZ) has developed its own evacuation plan. These plans identify actions to take if evacuation is necessary while buses are bringing children to or from school. The plans cover where children will go if their school is in an evacuation area. EBS will give information about school actions during an emergency.

Special care facilities: Hospitals, nursing homes and day care centers within the EPZ are prepared with provisions and transportation for those under their care. State and county emergency plans include assisting special care facilities that might need additional transportation.

Reception and care centers: If evacuation is necessary, reception and care centers will be opened in communities outside the EPZ. These centers will be operated by the State of Missouri, and assisted by the American Red Cross, providing food and shelter for residents of evacuated areas. EBS will tell you which centers are open and where to go, depending on where you live. When leaving an evacuation area, follow the routes shown on the map.

* Adapted from: <<http://loki.fedworld.gov/gils/nrc/rO5.html>>

Student Resource 1

NUCLEAR POWER PLANT FACILITIES IN THE UNITED STATES

STATE	CITIES	STATE	CITIES
Alabama	Athens	Nevada	Las Vegas
	Dothan		Reno
	Scottsboro	New Hampshire	Exeter
Arizona	Phoenix	New Jersey	Pennsville
Colorado	Greeley		Salem
Connecticut	Middletown		Toms River
	Norwich	New York	Buffalo
Florida	Crystal River		Oswego
	Ft. Pierce		Rochester
	Miami		Shoreham
Georgia	Baxley		White Plains
	Waynesboro	North Carolina	Charlotte
Illinois	Byron		Raleigh
	Clinton		Wilmington
	Dixon	Ohio	Cambridge
	Morris		Garfield Heights
	Oglesby		Perry
	Waukegan		Portsmouth
	Wilmington		Toledo
Iowa	Cedar Rapids	Oklahoma	Sallisaw
Kansas	Emporia	Oregon	Portland
	Topeka	Pennsylvania	Aliquippa
Kentucky	Paducah		Apollo
Louisiana	Baton Rouge		Harrisburg
	New Orleans		Pottstown
	Homer		Saxton
Maine	Wiscasset		Wilkes-Barre
Maryland	Prince Frederick	Rhode Island	Charlestown
Massachusetts	Greenfield	South Carolina	Barnwell
	Plymouth		Hartsville
Michigan	Holland		Rock Hill
	Monroe		Walhalla
	Petoskey		Winnsboro
	St. Joseph	Tennessee	Chattanooga
Minnesota	Minneapolis	Texas	Arlington
Mississippi	Natchez		Wharton
Missouri	Fulton	Vermont	Brattleboro
Nebraska	Auburn	Virginia	Charlottesville
	Omaha		Williamsburg
		Washington	Montesano
			Richland
		Wisconsin	Green Bay
			LaCrosse
			Two Rivers

* Source: <<http://loki.fedworld.gov/gils/nrc/rO5.html>>

Student Resource 2**EMERGENCY RESPONSE FACILITY 1**

Plant Name: Callaway Nuclear Power Plant (CNPP) Unit 1

EMERGENCY RESPONSE FACILITIES**TSC:**

The Technical Support Center is located within the Protected Area, adjacent to the Service Building. The TSC provides the main communications link between the plant and other emergency response facilities. (Ref: Callaway Radiological Emergency Response Plan, Rev. 15, Section 7.1.2)

EOF:

The Emergency Operations Facility is located off-site approximately 1 mile west of the plant. This facility is designed to be habitable under Design Basis Accidents. It also houses the Recovery Center, Emergency Control Center, and offices for governmental representatives, the NRC and Public information. (Ref: Callaway RERP, Rev. 15, Section 7.1.4)

Corporate:

The UE Corporate Communications office is located in the Union Electric Headquarters in St. Louis, Missouri. This facility and available equipment provide the capability to communicate with the Joint Public Information Center, EOF, and to disseminate information to news media, selected interest groups, employees and the general public. (Ref: Callaway RERP, Rev. 15, Section 7.1.9)

State EOC:

The Missouri State Emergency Operations Center (EOC) is located in the Adjutant General Building, 1717 Industrial Drive, Jefferson City, Missouri. The state EOC is primary point, through which the governor, or his authorized designee, exercises control and coordination of off-site emergency response operations through the State Emergency Management Agency. (Ref: Callaway RERP, Rev. 15, Section 7.1.8)

County EOC:

Portions of Callaway, Osage, Gasconade, and Montgomery counties are within the boundary of the Plume Exposure Pathway EPZ. Each county EOC is the focal point for local emergency response. The EOC are in the following locations:

- Callaway/Fulton - Callaway County Law Enforcement Center, Fulton, Missouri
 - Osage - Osage County Courthouse, Liun, Missouri
 - Gasconade - Gasconade County Courthouse, Hermann, Missouri
 - Montgomery - Montgomery County Courthouse, Montgomery City, Missouri
- (Ref: Callaway RERP, Rev. 15, Section 7.1.7)

SITE & POPULATION**Site Location:**

The Callaway Plant site is located in east central Missouri in Callaway County. The site is 25 miles east northeast of Jefferson City and approximately 5 miles north of the Missouri River. The plant site consists of 2,767 acres, all of which is owned by Union Electric. (Ref: Callaway RERP, Rev. 15, Section 2.2)

Coordinates:

LAT 38°45'40.7" LONG 91°46'55.5" (Ref: FSAR, Section 2.1.1.1, Rev. 01-0)

Description of the Environs:

The Callaway Plant site is located on an upland plateau that overlooks the Missouri River. The surrounding land area consists of approximately 60 percent forest, 20 percent farmland and 20 percent pastures. (Ref: Callaway RERP, Rev. 15, Section 2.3)

Population Distribution (Resident):

2-Mile Ring -->	33
5-Mile Ring -->	1,090
10-Mile Ring -->	5,224

Population Distribution (Resident and Transient; peak with seasonal variations):

2-Mile Ring -->	318
5-Mile Ring -->	2,162
10-Mile Ring -->	7,480

Local Communities within the 10-mile EPZ:

Chamois	Mokane
Part of Fulton	Morrison

States within the 50-mile EPZ:

Missouri

Major Population Center (greater than 25,000) within 10 miles:

CITY	DISTANCE	POPULATION
None		

EMERGENCY RESPONSE OFFICIALS**Licensee Representative with Authority to Make Protective Action****Recommendations:**

- Prior to staffing of Emergency Response Organization
 - Emergency Coordinator (typically Shift Supervisor)
- After the staffing of Emergency Response Organization
 - Recovery Manager (Senior Management Representative for the UE emergency response)

Licensee Representative with Authority to Make In-Plant Technical**Recommendations:**

- Prior to staffing of Emergency Response Organization
 - Technical Assessment Coordinator
(Ref: Callaway, RERP, Rev. 15, Section 5.2.3.4)
- After the staffing of Emergency Response Organization
 - Technical Support Coordinator
(Ref: Callaway RERP, Rev. 15, Section 5.2.4.4)

State/Local Government Representative with Authority to Make Protective Action Decisions:

- County Commissioners for each risk county (Callaway, Gasconade, Montgomery and Osage) and the Mayor of Fulton have the authority to decide when to activate the Public Alert System for their respective jurisdictions.
(Ref: Callaway RERP, Rev. 15, Section 6.7.2.1)

Student Resource 3**EMERGENCY RESPONSE FACILITY 2**

Plant Name: Arkansas Nuclear One Units: 1 and 2

EMERGENCY RESPONSE FACILITIES**TSC:**

The Technical Support Center is located within the Arkansas Nuclear Administration Building on the 3rd floor. The TSC is activated at Alert or higher emergency classification. The TSC is equipped with facilities to enable response personnel to monitor the course of an accident and plan corrective and recovery action. The TSC serves as the primary location for coordinating the technical support activities in response to an incident. If it becomes necessary to evacuate the TSC due to radiological or other hazards, a secondary TSC is provided in the EOF. (References: ANO EPIP 1903.065, Rev. 6, "Emergency Response Facility - Technical Support Center;" and Arkansas Nuclear One Emergency Plan, Section H)

EOF:

The Emergency Operations Facility is located approximately 0.65 miles northeast of the ANO Reactor Buildings. The EOF serves as the primary location for overall management of emergency response, coordination with non-ANO organizations, media center, coordination point for both dose assessment and field monitoring, and other support activities. The EOF is activated at Alert or higher emergency classification. (Reference: ANO EPIP 1903.067, Rev. 3 "Emergency Response Facility - Emergency Operations Facility")

Corporate:

The Corporate Emergency Center Manager located at the Corporate Emergency Center in Jackson, Mississippi will activate at Alert or higher emergency classification and provide support in the areas of human resources, accounting, engineering, operations, legal, and planning and assurance. (Reference: Entergy Operations Inc. Corporate Emergency Response Plan, Rev. 0, dated June 1, 1990)

State EOC:

The Arkansas State Emergency Operations Centers are located at the Office of Emergency Services in Conway, Arkansas and at the Technical Operations Control Center (TOCC) at the EOF. A backup TOCC is located in Russellville at the National Guard Armory on Airport Road. The Office of Emergency Services is responsible for the coordination of Arkansas State resources. The TOCC is responsible for off-site radiological monitoring and assessment and the issuance of protective action advisories to local government officials. (Reference: ANO Emergency Plan, Rev. 14, Section H1.4)

County EOC:

Local support services are coordinated from the Pope County EOC. County EOCs are also established as necessary in Johnson, Yell, Logan, and Conway counties to coordinate protective or response activities required by the county. (References: State of Arkansas Radiological Response Plan, Rev. 3, Section 1.D; and Pope County Radiological Emergency Plan, Rev. 2, page 10)

SITE & POPULATION**Site Location:**

The Arkansas Nuclear One plant site is located in southwestern Pope County, Arkansas, latitude 35°18'36" N and longitude 93°13'53" W. Property is owned by Arkansas Power and Light Company. (Reference: Arkansas Nuclear One, Unit 1, Safety Analysis Report, Vol. I, Section 2.2)

Coordinates:

LAT 35°18'36" LONG 93°13'53"

Description of the Environs:

The ANO site is on a peninsula formed by the Dardanelle Reservoir on the Arkansas River. (Reference: Arkansas Nuclear One, Unit 1, Safety Analysis Report, Vol. I, Section 2.2)

Population Distribution (Resident):

2-Mile Ring --> 721
5-Mile Ring --> 12,246
10-Mile Ring --> 33,754

Population Distribution (Resident and Transient; peak with seasonal variations):

2-Mile Ring --> 4,723
5-Mile Ring --> 22,589
10-Mile Ring --> 44,689

Local Communities within the 10-mile EPZ:

Russellville	London	Knoxville
Dardanelle	Dover	

States within the 50-mile EPZ:

Arkansas

Major Population Center (greater than 25,000) within 10 miles:

CITY	DISTANCE	POPULATION
Russellville	2 miles	21,260 (1990)

EMERGENCY RESPONSE OFFICIALS**Licensee Representative with Authority to Make Protective Action****Recommendations:**

- Prior to staffing of Emergency Response Organization
 - Shift Operations Superintendent located in the Control Room.
- After the staffing of Emergency Response Organization
 - TSC Director located in the TSC when EOF is not staffed, or
 - EOF Director located in the EOF when EOF is staffed.

Licensee Representative with Authority to Make In-Plant Technical**Recommendations:**

- Prior to staffing of Emergency Response Organization
 - Shift Operations Superintendent in the Control Room.
- After the staffing of Emergency Response Organization
 - TSC Director located in the TSC.

State/Local Government Representative with Authority to Make Protective Action Decisions:

The Arkansas Department of Health Technical Operations Control Director (TOCD) coordinates assessment and provides advisories for precautions and protection of the public. The County Judges have the authority to implement protective actions advised by the state TOCD. (References: ANO Emergency Plan, Rev. 14, Section A2; County Radiological Emergency Response Plans; Arkansas Radiological Emergency Plan, Annex V)

Student Resource 4**EMERGENCY RESPONSE FACILITY 3****Plant Name: Catawba Units: 1 & 2****EMERGENCY RESPONSE FACILITIES****TSC:**

The Technical Support Center (TSC) is in the Station Service Building on elevation 594. (Ref: Duke Power's Emergency Plan for Catawba Section H, page H-1, Rev. 92-2). The Operations Support Center is in the Station Service Building on elevation 574. (Ref: Emergency Plan, Section H, page H-2, Rev 92-2)

EOF/Corp:

The Emergency Operations Facility is the Charlotte General Office (Power Building) on the ground floor of 422 South Church Street. The entrance is through Door 1237 at First and Mint Streets. (See EP Figure H-4). (Ref: EP, Section H-2, Rev 92-2)

State EOC:

North Carolina Emergency Operations Center, Raleigh, North Carolina; Clover, South Carolina, Armory (SC Forward Emergency Operations Center). (Ref: EP, Section B.8, Rev 92-2)

County FOC:

Mecklenburg County Police Department, Charlotte, North Carolina.
Gaston County Police Department, Gastonia, North Carolina.
York County Police Emergency Center, Rock Hill, South Carolina.
(Ref: County Emergency Plans)

SITE & POPULATION**Site Location:**

Catawba Nuclear Station is on the north central portion of South Carolina about 6 miles north of Rock Hill, about 10 miles south southwest of Charlotte and adjacent to Lake Wylie. (Ref: UFSAR 2.1, Rev. 1)

Coordinates:

LAT 35°3'4" LONG 81°4'10" (Unit 1)
LAT 35°3'7" LONG 81°4'10" (Unit 2)
(Ref: UFSAR 2.1, Rev. 1)

Description of the Environs:

The 391-acre site is in York County on a peninsula bounded by Beaver Dam Creek to the north, Big Allison Creek to the south, Lake Wylie to the east, and private property to the west. (Ref: UFSAR 2.1)

Population Distribution (Resident):

2-Mile Ring --> 993
 5-Mile Ring --> 19,055
 10-Mile Ring --> 86,638

Population Distribution (Resident and Transient; peak with seasonal variations):

2-Mile Ring --> 8,750
 5-Mile Ring --> 65,093
 10-Mile Ring --> 151,721

Local Communities within the 10-mile EPZ:

Rock Hill Clover, Pineville
 York Fort Mill

States within the 50-mile EPZ:

North Carolina South Carolina

Major Population Center (greater than 25,000) within 10 miles:

CITY	DISTANCE	POPULATION
Rock Hill	5.8 Miles	33,946 (1970)

EMERGENCY RESPONSE OFFICIALS**Licensee Representative with Authority to Make Protective Action****Recommendations:****Prior to staffing of Emergency Response Organization**

During the course of the emergency condition and as response personnel are notified and emergency centers are activated (OSC, TSC, EOF) the Shift Supervisor is the person in charge, and assumes the functions of the Emergency Coordinator until the arrival of the Station Manager/designee.

After the staffing of Emergency Response Organization

Prior to EOF activation, in Charlotte, the Emergency Coordinator (Shift Supervisor or Station Manager/designee) is the key decision maker.

After EOF activation the EOF Director is responsible for management of overall company effort.

Licensee Representative with Authority to Make In-Plant Technical Recommendations:

Prior to staffing of Emergency Response Organization

All emergencies are initially handled by the Shift Supervisor. The Shift Supervisor shall assume the function of the Emergency Coordinator until the Station Manager or his designee arrives.

After the staffing of Emergency Response Organization

The EOF Director. (Ref: EP, Section B, Rev 92-2)

State/Local Government Representative with Authority to Make Protective Action Decisions:

South Carolina Health and Environmental Control, South Carolina Preparedness Division. North Carolina Crime Control and Public Safety, Division of Emergency Management. North Carolina Department of Environment Health and Natural Resources, Division of Radiation Protection.

Student Resource 5**EMERGENCY RESPONSE FACILITY 4****Plant Name: Washington Nuclear Project Unit: 2****EMERGENCY RESPONSE FACILITIES****TSC:**

The Technical Support Center is a structure attached to the Radwaste Building on the west side of the plant. The TSC is activated for an Alert or higher emergency classification. (Ref. WPPSS Emergency Plan, Rev. 8, Section 10.2.2.2)

EOF:

The Emergency Operations Facility is located 0.75 miles southwest of WNP-2. This facility is used to support normal plant operations and includes a 20,000 square foot shielded area in the lower level for the Emergency Operations Facility. (Ref. WPPSS Emergency Plan, Rev. 10, Section 10.3)

Corporate:

The Supply System Managing Director/Representative and his or her staff may support the Recovery Manager and the emergency effort from the Crisis Management Center in the Multipurpose Facility in Richland. The Multipurpose Facility is part of the Supply System Headquarters Complex, which is located approximately 10 miles south of WNP-2. (Ref. WPPSS Emergency Plan, Rev. 10, Section 10.4)

State EOC:

The Washington State Emergency Operations Center is located at the Washington State Department of Community Development, Emergency Management Division, 4220 East Martin Way, Olympia, Washington 98504. The Washington State EOC is a center where the Governor of Washington and appropriate Washington State agency officials will assemble. In the State of Washington plume protective action decisions are made at the county level with analysis and concurrence or non-concurrence provided by the State. (Ref. State of Washington Emergency Response Plan, October 1992 revision, Sections 7-1 and April 1993 revision, Page 6-10)

County EOC:

The Benton County Emergency Operations Center is located in the basement of Kennewick City Hall, 210 West 6th Avenue, Kennewick, Washington. The Center is a facility where the Benton and Franklin Counties Boards of County Commissioners, directors of emergency management, sheriffs, Fire Protection Coordinator, Emergency Management and Transportation Coordinator, Communications Director, District Health Officer, American Red Cross Representative, Public Information Officer, and representatives of other Benton and Franklin county emergency response organizations shall assemble to direct and control implementation of protective actions and other emergency measures in Benton and Franklin Counties. (Ref. Benton and Franklin Counties Fixed Nuclear Facility Emergency Response Plan. Rev. 10, Section 7.1.1)

SITE & POPULATION

Site Location:

Washington Public Power Supply System leases 1089 acres of land on the Hanford Reservation, located north of Richland, Washington, and controlled by the U.S. Department of Energy. The land leased by the Supply System is approximately three miles west of the Columbia River and twelve miles north of the populated area of Richland. (Ref. WPPSS Emergency Plan, Rev. 7, Section 1.4)

Coordinates:

LAT 46°28'17" LONG 119°19'59"

(Ref. NUREG/BR-0150 Rev. 2 "RTM-92" page G-6)

Description of the Environs:

The Hanford Reservation covers an area of approximately 570 square miles, consisting mostly of semiarid land. (Ref. WPPSS Emergency Plan, Rev. 7, Section 1.4)

Population Distribution (Resident):

2-Mile Ring	0
5-Mile Ring	83
10-Mile Ring	1980

Population Distribution (Resident and Transient):

2-Mile Ring	1,125
5-Mile Ring	3,054
10-Mile Ring	14,929

Local Communities within the 10-mile EPZ:

Unincorporated areas of Benton and Franklin Counties, Washington.

(Ref. Benton and Franklin Counties Fixed Nuclear Facility Emergency Response Plan, Rev. 10, Section 2.0)

States within the 50-mile EPZ:

Washington
Oregon

Major Population Center (greater than 25,000) within 10 miles:

CITY	DISTANCE	POPULATION
None within	10 miles	
Richland	12 miles	33,000
Kennewick	15 miles	42,000
Pasco	17 miles	20,000

(Ref: WNP-2 FSAR, Amendment 47, November 1992)

EMERGENCY RESPONSE OFFICIALS**Licensee Representative with Authority to Make Protective Action****Recommendations:**

Prior to staffing of Emergency Response Organization

Plant Emergency Director (typically Shift Manager) located in Control Room

After the staffing of Emergency Response Organization

Recovery Manager (typically Asst. Managing Director for Operations) located in the Emergency Operations Facility

Licensee Representative with Authority to Make In-Plant Technical**Recommendations:**

Prior to staffing of Emergency Response Organization

Plant Emergency Director (typically Shift Manager) located in Control Room

After the staffing of Emergency Response Organization

Plant Emergency Director (typically Plant Manager) located in Technical Support Center or Control Room

State/Local Government Representative with Authority to Make Protective Action Decisions:

The Emergency Chairman who is one of the members of the Benton and Franklin Boards of County Commissioners. The Emergency Chairman will be designated by the commissioners from their membership. Prior to the assumption of the duties of the designated county commissioner, one of the Sheriffs of Benton or Franklin Counties or their representatives will act as the Emergency Chairman. (Ref. Benton and Franklin Counties Fixed Nuclear Facility Emergency Response Plan. Rev. 10, Section 5.1)

GOVERNMENT OFFICIALS**Governors (States within 50 miles):**

Washington	Mike Lowery
Oregon	Barbara Roberts

Senators (States within 50 miles):

Washington	Patty Murray
	Slade Gorton
Oregon	Mark Hatfield
	Robert Packwood

Representatives within 10-mile EPZ:

Jay Inslee, Washington 4th District

STUDENT RESOURCE 6
ROLE-PLAYING SCENARIOS**SCENARIO #1**

You are a male student at your school. Your father works in a city thirty miles away. Your mother works at home. You have an older brother at high school, and a younger sister in the first grade.

SCENARIO #2

You are a female student with no younger brothers or sisters. Your mother is the head of the household and she works in a nearby town.

SCENARIO #3

You are a father of three girls. You work in the town in which your daughters go to school. The three girls attend three separate schools. One is at a middle school, another is at an elementary school, and the other is at a high school. Your wife works across town.

SCENARIO #4

You are a bus driver for the school district. You also have a young daughter who is in a kindergarten. You are the head of your household, but your elderly mother lives at your home also.

SCENARIO #5

You are the local nuclear plant manager. You are responsible for alerting the community that an accident/incident has occurred. Your responsibilities include making sure that the plant is secured, and that all safeguards are in place. You are also a husband and a father of three small sons, all of whom are in the same elementary school.

SCENARIO #6

You are an Emergency Operations Employee. You are single.

SCENARIO #7

You are a school teacher. Your husband runs a local business. Your son is at a high school, but his sister is attending the local church school.

SCENARIO #8

You are a female student whose mother works at the nuclear power plant. Your dad works in a nearby town. Your older sister is at a high school, and your younger sister is at a day-care center on the other side of town.

FINDING A WAY

A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

FUNDED BY THE NATIONAL SCIENCE FOUNDATION

WANTED: A BREATH OF FRESH AIR

by Materials Development Team

*An exercise in the study of air pollution in Mexico City:
its causes, effects and other issues*

TITLE NO.

3



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

A publication of the National Council for Geographic Education

Cover: Donna E. Cashdollar

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WANTED: A BREATH OF FRESH AIR¹

INTRODUCTION:

In recent years much attention has been directed to problems relating to Earth's environment. Throughout history, people have altered the environment to meet their needs and desires; however in the late twentieth century, our increasing numbers coupled with technological advances have triggered signs that Earth's ecological systems may no longer be able to absorb the many consequences of change.

Many advances made possible by modern science and technology bring enormous benefits to humankind. But the human price and the pressures on Earth's ecological systems are sometimes unacceptably high.

Mexico, the rapidly industrializing neighbor to the south of the United States has seen its gross national product (GNP) per capita rise from \$1,090 in 1976 to \$3,000 in 1991. Industrialization is often touted as the answer to the poverty suffered by millions in the less-developed countries of the world. But industrialization brings with it wastes that, if unchecked, pollute the air, soil, and water. Despite government efforts to control automobile and factory emissions, Mexico City suffers one of the poorest air quality conditions in the world.² It is also plagued by one of the world's most enormous and rapidly growing urban populations.

In this role-playing activity, students will be asked to embrace the dilemma facing political leaders, business managers, and private citizens in Mexico City, one of the world's rapidly growing cities.

OBJECTIVES:³

Knowledge

1. Become familiar with the specific vocabulary and discourse surrounding air pollution. The student will know the meaning of *air quality*, *ecological systems*, and *environmental responsibility*.

Skills

1. Collaborate to arrive at a consensus on a course of action.

Perspectives

1. Provides students with multiple perspectives on an environmental issue.
2. Become aware of the challenges facing business and political decision makers in many cities in *less developed countries*.

¹ This lesson was originally developed by a materials development team consisting of professional geographers and educational specialists. It has been edited by Rickie Sanders.

² See "Red Eyed Mexico City Ends Year Arguing about Smog," *Washington Post*, January 1, 1994, A15, A20.

³ These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

RESOURCES:

Student Resource 1: SCENARIO 1

Student Resource 2: SCENARIO 2

Student Resource 3: SCENARIO 3

Student Resource 4: SCENARIO 4

IMPLEMENTING THE ACTIVITY:

Activity One

Begin the activity by asking the class: *What would you do if a factory near our town were polluting the air, making it difficult for people with respiratory problems to breathe? Should the government take action? If so, what?* Allow time for students to discuss alternative actions.

Point out to students that the combined effects of automobile and industrial emissions have made the air in Mexico City among the most polluted in the world. For example, according to government statistics, residents of Mexico City enjoyed only 31 days of safe, breathable air in 1993. On the chalkboard or on a transparency, write:

The challenges faced by government and business leaders are:

- *to ensure the well being of the citizens of the country,*
- *to make the most efficient use of scarce resources,*
- *to reduce wastes that pollute the environment, and*
- *to keep industrial production and other human activities within the limits set by nature.*

Allow time for students to discuss this statement. Ask if they agree with this mandate. Ask how they would rank these challenges. Would they add any to the list?

Activity Two

Divide the class into four groups. Distribute to each group a copy of one of the scenarios (Student Resources 1-4), based on actual situations in Mexico City.⁴ Instruct each group to try to understand the situation from the perspective of the individual identified at the beginning of the scenario. After discussing the situation, each group should develop a response that presents the point of view of the individual represented. They should be sure to address the two questions at the conclusion of the scenario.

When each group has reached consensus on an appropriate response, reassign the class into four groups, each made up of an individual being represented. Allow each representative to present to the group his or her point of view and recommendation for action. When each representative has spoken, the groups should continue to

⁴ These scenarios were adapted from "Managing as if the Earth Mattered," found in *Business Horizons*, vol. 34, no. 4, July/August 1991: 32-38.

discuss the issue and attempt to find a solution that meets the needs of all concerned and takes into account the mandate on the chalkboard. If time permits, allow the entire class to continue the discussion.

Concluding the Activity

Ask students how they felt when confronted with the dilemma. Were they frustrated by the overlapping concerns? If they had been one of the other persons in the scenario, would they have been able to defend that position also? Do they think this scenario is exaggerated? Does it represent a situation that could actually occur?

Extend the discussion by posing the following questions:

- *What role should the government play in situations such as those depicted in the scenario?*
- *Should the government provide for individuals affected by deteriorating environmental quality?*
- *Should the government help businesses that have suffered economic loss as a result of environmental legislation?*
- *How can the government finance such action?*
- *Who should bear the responsibility for environmental quality?*
- *Should countries be penalized for failure to pass or enforce environmental legislation? What about a country's sovereign rights?*
- *How does a country decide among environmental management, economic development, and human welfare?*

Redirect students' attention to the mandate on the chalkboard or transparency. Would they reorder the priorities assigned earlier?

EVALUATING THE ACTIVITY:

1. Students should be evaluated on the basis of their participation and contributions during each level of discussion.
2. Assign an in-class writing exercise in which each student formulates a policy of environmental responsibility that incorporates each element of the mandate.

EXTENSION ACTIVITIES:

1. Direct students to library resources that provide information about other cities worldwide that experience serious air quality problems. In what ways are their circumstances similar to those of Mexico City? In what ways are they different?
2. Have students research the physical geography of central Mexico and create a poster that illustrates the physical elements that make the city particularly susceptible to air quality problems.
3. Encourage students to find out about the monitoring of air quality in their local area. Is air quality a local concern? If so, what is being done to correct the problem? Interview local government and business leaders to learn about their position with regard to environmental responsibility.

Student Resource 1
SCENARIO 1**Perspective: Alverino Gomez, Assistant Plant Manager⁵**

Alverino Gomez lives and works in Mexico City. He is the assistant plant manager for an American multinational corporation manufacturing industrial machines. The company's Mexico City facility is a major production center for its North American operations. The company has another Mexican facility near the U.S. border and other operations in the United States, Europe, and Asia. Mr. Gomez has a promising career in this company and hopes to continue his career development in Mexico, where his family is located. On this day, Mr. Gomez has received a telephone call from a government official from the Mexican environmental protection agency. The official ordered the plant to shut down because air quality has reached emergency levels. Mexico City is home to one of the world's largest urban populations and lives with one of the world's greatest urban air pollution burdens. This is not the first emergency declared by environmental officials, but others have been widely ignored by industry. Business leaders often talk about the severe impact of a closing on production schedules and customer deliveries. Labor leaders are also unhappy with such emergencies because workers are sent home and receive no compensation for the hours not worked. Because the plant manager is away this day, Mr. Gomez must make the decision whether or not to close the plant.

The Problem:

Alverino Gomez faces a dilemma of reconciling routine business activity with emergency environmental concerns. He can choose to close the facility—thereby forcing economic injury on his work force and disrupting manufacturing processes and customers' plans—to meet an unevenly enforced emergency order that will not solve the air quality problems in any event.

What are Mr. Gomez's choices?

What should he do?

⁵ Source: "Managing as if the Earth Mattered", *Business Horizons*, vol. 34, no. 4, July/August 1991: 32-38.

Student Resource 2
SCENARIO 2**Perspective: Federico Alvarez, Deputy Minister for Air Quality⁶**

Federico Alvarez is the Deputy Minister for Air Quality for Mexico City. A member of his staff has informed him that air quality in Mexico City has reached hazardous proportions. At present his boss, Peter Crumholz is away on vacation and cannot be reached. Air quality in Mexico City must be closely monitored because of the location of the city. Years before, dangerous levels of emissions caused the death of hundreds of people and the government was sharply criticized for its failure to act immediately. Worldwide, countries publicly censored Mexican government for ignoring repeated warnings of emissions buildup. At the same time, countries with plants in Mexico City silently want production to continue without interruption. Disruptions to the manufacturing process create problems that have international repercussions. Federico Alvarez must decide how to enforce the emergency order if plant managers do not willingly comply.

The Problem:

Federico Alvarez faces a dilemma of enforcing emergency environmental regulations in one of the world's largest urban centers. He is responsible for the health and well-being of all of Mexico City's citizens. But he must deal with uncooperative industrial managers.

What are Mr. Alvarez's choices?

What should he do?

⁶ Source: "Managing as if the Earth Mattered", *Business Horizons*, vol. 34, no. 4, July/August 1991: 32-38.

Student Resource 3
SCENARIO 3**Perspective: Raul Sanchez, Head of the Plant Union⁷**

Raul Sanchez has lived in Mexico City for most of his life. He has worked with the company he is currently employed in for 24 years. Today at age 42, he is head of the plant union that represents over 3000 members. Over the years, he has fought diligently for safeguards in the plant. Even when opposition from the North American bureaucracy was strong, Raul Sanchez was able to wrestle the concessions that the union members wanted. Members of the union look to him to protect their interests and in the face of increased layoffs and corporate downsizing, workers are anxious about their futures. Moreover, wages paid to workers are low and the Mexican economy is weak. Because Mr. Sanchez has lived in Mexico City all of his life, he is acutely aware of the environmental hazards posed by the high levels of industrial production. He remembers vividly the incident years earlier when many people died because of government neglect of air quality. Now, he has been called in to a meeting with industry officials and been told to inform the workers that the plant will be shut down until the government declares that the crisis is over. He feels himself to be in a double bind.

The Problem:

Raul Sanchez faces a dilemma of reconciling the welfare of the plant workers, most of whom are union members, and the government order to close the plant. Mr. Sanchez knows that air quality is a serious issue, but he also knows that without compensation, many of the plant workers will not be able to meet even the basic needs of their families.

What are Mr. Sanchez's choices?

What should he do?

⁷ Source: "Managing as if the Earth Mattered", *Business Horizons*, vol. 34, no. 4, July/August 1991: 32-38.

Student Resource 4
SCENARIO 4**Perspective: Maria Martinez, Worker in the Plant⁸**

Maria Martinez lives in the shantytown near the plant. Each day on her way to work, she sees Raul Sanchez, head of the union. Over the many years of chatting with him on the way to work, she feels she has developed a relationship with him. More importantly, she feels that he represents her interests and the interests of the "ordinary worker." On this day, Maria has heard the rumor that air quality in Mexico City has reached dangerous levels and the government is planning to close the plant for several days. In the past, the government has issued such warnings but plant officials have ignored them. The last time the government recommended plant closings and industry failed to comply, her daughter, who suffers from asthma had to be hospitalized in serious condition.

Today she sees Raul Sanchez on his way to work. She knows that he listens to her and will weigh her advice very highly. What should she say to him?

The Problem:

Maria Martinez is an employee at Mr. Gomez's plant. She is very concerned about the rumor that the plant may be closed because of the air quality emergency. From past experience, she knows that if the plant closes, she will receive no pay for the work missed. She has very little food at home and she also needs to purchase medicine for her daughter who suffers from asthma. But she also knows that the poor air quality makes her daughter's asthma worse.

What are Mrs. Martinez's choices?

What should she do?

⁸ Source: "Managing as if the Earth Mattered", *Business Horizons*, vol. 34, no. 4, July/August 1991: 32-38.



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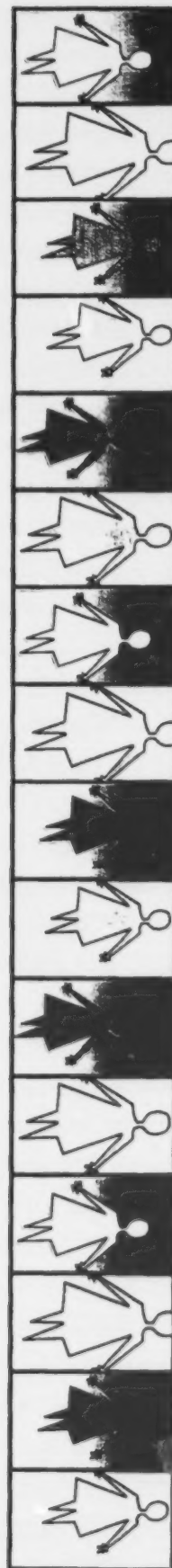
SHAKING THINGS UP

by Materials Development Team

*Examining the impact of an earthquake
on different groups of people and assessing
their responses through role-playing*

TITLE NO.

4



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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SHAKING THINGS UP¹

INTRODUCTION:

Natural events, such as earthquakes, serve as dramatic reminders that the Earth is not a passive agent in the human occupation of the planet. For most people, knowing the location and effects of a natural hazard is perhaps most important. Geographers, however, also study the cause and magnitude of the natural event. This information can be useful in predicting future physical events, especially if these hazards are intensified, if not caused, by human activity. Furthermore, the effects of natural hazards can affect women and men differently, especially if they occur in underdeveloped economic regions.

This learning activity examines the effects of an earthquake on different groups of people and assesses their responses through a role-playing experience. The key ideas of the lesson are the geographic themes of *place* and *human-environment interaction*. Role-playing and problem solving are very useful teaching strategies that enable students to assume a different perspective, critically analyze a problem, and develop possible solutions for the dilemma in question.

OBJECTIVES:²

Knowledge

1. Observe physical characteristics of places.
2. Understand the concept of natural hazards.
3. Understand the importance of knowing the location and effects of natural hazards as well as their cause and magnitude.

Skills

1. Interpret maps on the distribution of natural hazards.
2. Develop written or visual materials to illustrate information.

Perspectives

1. Understand that people experience hazardous events in different ways.
2. Acknowledge a variety of perspectives in decision-making processes.

¹ This learning module was originally developed by a materials development team consisting of professional geographers and educational specialists.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

RESOURCES:

- Student Resource 1: AN EARTHQUAKE IS ONLY THE BEGINNING
- Student Resource 2: ROLE-PLAYING SCENARIO 1
- Student Resource 3: ROLE-PLAYING SCENARIO 2
- Student Resource 4: ROLE-PLAYING SCENARIO 3
- Student Resource 5: ROLE-PLAYING SCENARIO 4
- Maps illustrating a variety of natural hazards³

IMPLEMENTING THE ACTIVITY:

Activity One

Begin the lesson by asking the class the following question: *What comes to mind when you think of a natural disaster or natural hazard?* A suggestion is to put the question on an overhead transparency or on the board so that the class can focus on the question. Allow students a few moments to brainstorm their responses. Record their responses on the overhead or board.

Define *natural hazard* and point out that almost daily, the news media bring information about drought, floods, earthquakes, hurricanes or volcanic eruptions in the world. Ask students why natural hazards become significant news events.

Find maps illustrating natural hazards in your geography or social studies textbook, or within an atlas from your school library. Present background information on earthquakes to the class. Include information on causes, distribution, and effects. Emphasize the spatial distribution of the hazards and the location of tectonic plates.⁴

Activity Two

Distribute copies of Student Resource 1. Instruct the class to read the handout independently. After they have read the selection, have them identify the different interest groups who are represented in the reading. Encourage discussion until the following groups have been named: *Garment Factory Owners, Soldiers, Women Garment Workers, and the Mexican Government.*

Divide the class into eight groups, and then assign a different role to every two groups. Be sure to consider the composition of the groups with respect to gender, ethnicity, and ability levels. Explain to students that they will be representing the interests of the four groups identified. Distribute Student Resources 2-5 among the respective groups. Direct students to read the scenario presented and respond as instructed.

Allow time for students to discuss the assignment. The written assignments may be completed in class or as a homework assignment, depending on the availability of class time.

³ A variety of resources and maps on natural hazards can be found online at: <<http://www.fema.gov>>, <<http://www.usgs.gov>>, or <<http://www.colorado.edu/UCB/research/IBS/hazards/index.html>>.

⁴ It is assumed that most geography or social studies textbooks provide adequate background information on earthquakes and other natural hazards. The primary purpose of this learning module is to expand a student's general working knowledge of natural hazards through personal narratives.

You may wish to bring closure to the lesson by revealing to students that although the 1985 earthquake was a horrible tragedy in every way, it also marked a political and personal turning point for the garment workers. Mexican women who had worked in these factories had tried before to organize and strike, but each time they had been defeated. Now these same women demanded to be heard and compensated. They set up a road-block and vigil outside the factories until the government pushed the owners to pay compensation for lost wages. They allied themselves with middle-class feminists who had contacts in the media and the legal system and who helped them raise funds to buy typewriters.

Despite all the previous failed attempts at creating a union, they created one that autumn, the *September 19th Garment Workers Union*. By 1987, it had gained workers' support and official recognition in twelve factories. Although the women's empowerment has been challenged, the mobilization of the women and the establishment of the *September 19th Garment Workers Union* was an important first step in employment rights for women in skilled labor in Mexico.⁵

EVALUATING THE ACTIVITY:

After the students have completed the group assignment, have each group present their group's position to the rest of the class. Have each group post their position paper on a bulletin board or as an article in a newspaper.

EXTENSION ACTIVITIES:

- If time or space is not suitable for the extended activity delineated in this lesson, the teacher can still read the story and have everyone in the class discuss the dilemma from the point of view of one of the characters involved.
- If time permits, allow students to extend the role-playing fully and hold a mock session of the World Court in the classroom with all points of view represented.

⁵ Enloe, Cynthia. 1989. *Bananas, Beaches, and Base: Making Feminist Sense of International Politics*. Berkeley: University of California Press.

Student Resource 1

AN EARTHQUAKE IS ONLY THE BEGINNING⁶

At 7:19 in the morning of September 19, 1985, Mexico City experienced one of North America's worst earthquakes. Thousands of people were killed, countless numbers were left homeless, and many more were left jobless because the earthquake damaged or destroyed many office buildings. An estimated 800 small garment factories in Mexico City were destroyed that morning killing thousands of workers and leaving another 40,000 without jobs.

September 19th was a Thursday payday, and many of the garment workers were single mothers whose families depended on their wages. Many of the women were already at work at 7 A.M. and therefore became trapped inside the flattened buildings. Managers usually kept windows closed and doors locked to prevent the women from taking work breaks or stealing materials, so few of the women had any chance of escaping.

Some of these buildings held up to fifty different garment companies, several per floor. The floors and cement pillars on which they rested could hardly have been expected to hold the weight of heavy industrial sewing machines and tons of fabric, although no government inspector had ever complained.

Women outside the collapsed buildings who had arrived later tried to climb over the debris to rescue their co-workers trapped inside. Hastily mobilized soldiers told them to get back and roped off the buildings. Within a day, company owners arrived, accompanied by the army. Equipped with cranes, soldiers began to pull away piles of fallen cement so that the owners could retrieve their machinery. Employees still standing in the sun on the other side of the ropes watched with mounting horror and indignation as their bosses and the soldiers chose to rescue sewing machines before women.

⁶ Adapted from: Enloe, Cynthia. 1989. *Bananas, Beaches, and Base: Making Feminist Sense of International Politics*. Berkeley: University of California Press, pp. 169-171.

Student Resource 2
ROLE-PLAYING SCENARIO 1**GARMENT FACTORY OWNERS**

You are stunned by the negative press your group has received. Most of you are small subcontractors, backed by foreign money. The government used you as a major part of their policy to pay off its spiraling debt. And now, it seems that even the government is turning its back on you.

The women workers are clamoring for their money, but you were not insured and it will take much money to reconstruct the factories. You desperately brainstorm as to whom you can call upon to help you out of this crisis.

You are being called "beasts" and "unfeeling monsters" in the press. Can you be blamed for wanting to salvage the equipment that you worked so hard to acquire? And besides, without this equipment, these women will have no jobs to which they can return.

As a group, you decide that you must inform the public of your plight and let people around the world know that you are not "unfeeling monsters."

You have 30 minutes to draft a press release to the news media as a group. Be sure to explain the situation from your point of view and appeal for assistance from the community at large.

COMPOSE YOUR PRESS RELEASE NOW.

Student Resource 3
ROLE-PLAYING SCENARIO 2**SOLDIERS**

You are the government soldiers that were hastily mobilized to keep order at the garment factory site. You felt bad roping off the area and telling the surviving women workers to get back. However, you were just following orders.

The real problem began when your regiment started removing piles of fallen cement in order for the owners to retrieve their machinery. Since then there have been newspaper reporters, camera people, and protesters there around the clock. Last night the women set up a human road block and refused to move to let the cranes in. You feel torn as to what you should do.

While the government figures out what to do, the commander of your regiment has given you a 30-minute break. During this time, you will write a letter to your parents who live in a rural town several hundred miles away. You feel this might do you good and might help you understand where you stand on the issue. You also want your parents to understand your actions.

COMPOSE YOUR LETTER NOW.

Student Resource 4**ROLE-PLAYING SCENARIO 3****WOMEN GARMENT WORKERS**

You are the surviving women garment workers of the neighborhood known as San Antonio Abad in Mexico City. You are disgusted by the way the factory owners have acted in placing the value of machinery over people. You are sickened by the government's apparent conspiracy with the owners and are enraged that you have not been compensated for last week's labor and future lost work.

For the last week, you have built a human road block against the soldiers, owners, and the cranes. You have kept a constant watch outside the factories since the earthquake.

Just one hour ago, you received a telegram from the World Court. It has heard of your plight (you've been very successful at embarrassing the President by publicizing the army's role in removing the sewing machines before rescuing trapped women workers) and has sent a telegram to let you know that they are willing to pay for two of you to travel to their chamber to hear your grievance.

You decide that although all of you can't go, you should all have a say. You compromise and decide to write an impassioned speech that one of you (who goes on the trip) will read before the Court. Unfortunately, you have only 30 minutes to write the speech before the selected two must leave for the airport.

COMPOSE YOUR SPEECH NOW.

Student Resource 5
ROLE-PLAYING SCENARIO 4**MEXICAN GOVERNMENT**

You are advisors to the President of Mexico. You are greatly saddened by the loss of life and property that the earthquake has caused in the capital city. The earthquake will no doubt worsen the economic situation in the country. You must analyze the situation quickly and advise the President as to how he should respond.

The President has been seriously embarrassed by the mobilization of the women workers; they have drawn international attention to the army's role in removing the sewing machines from the damaged factories before rescuing trapped women workers, but most people do not understand that the garment factories have become an integral part of the government's policy to pay off Mexico's spiraling debt.

However, the women have gotten international publicity and the government has been made to look like a "monster" by most of the newspaper accounts. The reputation and image of the Mexican government must be salvaged. After all, the country is in dire need of foreign investments.

The President is expecting a memo from you in 30 minutes, advising him as to the course of action he should take.

COMPOSE YOUR MEMO TO THE PRESIDENT NOW.



A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

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FINDING A WAY THROUGH CAREER GEOGRAPHY

by Katherine Hankins

*Acquainting students with careers in geography and
developing a deeper understanding of the relevance
of geography in everyday life*

TITLE NO.

5



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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FINDING A WAY THROUGH CAREER GEOGRAPHY¹

INTRODUCTION:

This learning activity helps students make career decisions and at the same time teaches the relevance of geography. Through a series of activities, students learn how to identify important geographic issues for addressing real world problems. Students identify careers in geography and then learn how to plan for a career in the field. As an enrichment activity, students interview geographers to gain a greater understanding of geography in the working world. Finally, this activity integrates web technology in the learning process in addition to more traditional learning methods.

Identifying Geography in the News, the first of four activities, encourages students to read local, regional, national, and international news stories and to link contemporary issues and problems with geographic concepts. Students are encouraged to identify different scales and sub-fields of geography. Additionally, they are encouraged to think about the kinds of professionals who are involved in the events and issues they read about in the newspapers.

The second activity, *Choosing a Career in Geography*, is designed to get students thinking about their own interests and goals and to find a career in geography that appeals to them. Students engage in web research to investigate the different kinds of geographic professions and what day-to-day work as a geographer entails.

The third activity, *Planning for a Career in Geography*, asks students to plan the steps they should take to become geographers. This lesson includes website links to college and professional programs, where students see real course listings and program descriptions. Using this information, students are asked to choose a college or professional program. They are asked to list courses (in geography and in other fields) that they might take in order to acquire the necessary skills and experience to obtain their chosen career in geography using relevant website links. Students will be encouraged to consider summer internships and jobs that could enhance their career development.

Finally, the enrichment activity, *Interviewing a Geographer*, asks students to make personal contact with a professional geographer. Students are put in contact with several different professionals who include geographic work in their jobs, who have had training in geography, or who are employed as professional geographers. Based on interviews, students create a professional profile of their interviewee and discuss skills and geographic concepts used by geographers in the field.

¹ This lesson was developed by Katherine Hankins, a graduate student at the University of Arizona, Tucson, Arizona. This lesson originated from the work of Brad Baker, Bishop Dunne High School, Dallas, Texas; and Ann Kissinger Wurst, Cypress Falls High School, Dallas, Texas.

OBJECTIVES:²**Knowledge**

1. Discuss contemporary issues in the context of spatial and environmental perspectives.
2. Identify different fields and facets of geography.

Skills

1. Use geographic knowledge, skills, and perspectives to analyze problems and make decisions.
2. Analyze real-world problems from a geographic perspective.
3. Research the field of geography and geographic resources on the Web.
4. Develop career goals and career paths.
5. Develop insightful interview questions.
6. Analyze research information.

Perspectives

1. Discuss how different points of view influence the development of policies designed to use and manage Earth's resources.

RESOURCES:

- Student Resource 1: GEOGRAPHY IN THE NEWS
- Student Resource 2: JOBS IN GEOGRAPHY ADVERTISEMENTS
- Student Resource 3: UNIVERSITY COURSE OFFERINGS IN GEOGRAPHY
- Manila folder or envelope for each student
- Local, regional, national, international newspaper articles
- Access to the Internet
- College guidebooks
- Job advertisements from local and national newspapers

IMPLEMENTING THE ACTIVITY:

Activity One: Identifying Geography in the News

The purpose of this newspaper exercise is to encourage students to keep abreast of local, regional, national, and international news, to identify geography issues in news stories, and to think about the kinds of people involved in those issues. Distribute one newspaper article to students and ask them to read it silently (select one article from student Resource 1).³ Tell the students to write down the geographic concepts and ideas they find in each newspaper article.⁴

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

³ Alternatively, you may select articles from local newspapers.

⁴ This lesson assumes students have a basic understanding of geographic concepts.

After every student has read the article individually, lead a discussion on the nature of the article and encourage students to think about the geographic concepts that are either directly or indirectly related to the news piece. Use the following suggestions as a guide for the article you choose to distribute from Student Resource 1.

Chernobyl Stirring New Fears

The Chernobyl article is interesting because it includes topics that are relevant to several fields in geography. For instance, the subject of economic support from Russia and Western countries brings up issues in political geography and the global economy. Resource management and environmental geography is also important given the value and danger of nuclear energy as a source of power. Questions to ask students about this article include:

- *What kinds of risks does the Chernobyl power plant pose to the Ukraine?*
- *Would an environmental scientist be helpful in determining the risks of the Chernobyl power plant?*
- *Will the environmental risks only affect the Ukraine?*
- *Why would neighboring countries be concerned about the environmental dangers of the Chernobyl plant?*
- *Why does the Ukrainian government insist on keeping the plant running?*
- *Do you think this reason is important?*
- *How could this issue be resolved?*

Geographic concepts to highlight include environmental issues across political borders, the differing political views on the issue of resource management, the economic differences between countries such as the U.S. and the Ukraine, and the importance of energy resources.

Oregon Flooding Closes Highway

- *Would a place like a coastal town in Oregon be more susceptible to flooding than a town in the middle of the New Mexico desert? Why or why not?*
- *How did this natural disaster affect human-made structures?*
- *How will this town recover from the flooding?*
- *Do you think planners, homebuilders, and road engineers will think about the likelihood of flooding when they rebuild the homes and roads?*
- *Geographic concepts to highlight include differences in climate across regions, the effects of physical geography on human-made structures and vice versa, town planning and land development (or redevelopment).*

Write responses on a chalkboard or on transparency film so that students can see the collection of responses.⁵ Then ask students to write a paragraph summarizing the article and a paragraph analyzing how the news article relates to geographic concepts.

⁵ Alternatively, you could have students conduct this brainstorming session in groups of four or five, in which each group designates a note-taker to record the brainstorming session.

Distribute two more newspaper articles to repeat the reading, analysis, and writing process individually. Newspapers can be obtained through library resources, personal contributions, or through the *Finding a Way, Careers in Geography* website, <<http://thunder.temple.edu/~faw>> or via the *National Council for Geographic Education* website, <<http://www.ncge.org>>, which provide links to selected news articles and newspaper websites.⁶ Students should keep their newspaper summaries and discussion paragraphs in a lesson activity folder.

Recommendations:

- **Scale:** Choose articles that cover a range of different geographic scales. Local, regional, national, and international stories will provide students with different perspectives on the wide-ranging nature of geographic issues.
- **Geographic Issues:** Issues to point out in the newspaper articles include (but are not limited to) water policy, economic development, urban housing, corporate location strategy, planning, soil conservation, global climate change, foreign service, refugee aid, and mapping.

Activity Two: Choosing a Career in Geography

The purpose of this exercise is to make students aware of what kinds of geography-related professions exist and the kinds of tasks and skills these jobs entail. Students will not only build on their analysis and brainstorming session from the newspaper articles but will use many other resources to find a career in geography that interests them.⁷

- Provide the students with both local and national classified job advertisements found in college career guides, the *Association of American Geographers* job pages, and various other job listings and job description materials. You may obtain these job advertisements on the internet, using the web links to national job ads provided on the *Finding A Way* website. In addition, sample job descriptions are provided in Student Resource 2.

Ask students to spend time looking through different kinds of job opportunities and job descriptions. Have students choose three careers that interest them. They should write out: 1) the career title, 2) a paragraph describing the career, and 3) several lines listing skills that their desired career requires. Students should add their career pages to their lesson activity folders.

⁶ The *Finding A Way, Careers in Geography* website has links to national newspaper articles, including the *LA Times*, *The Washington Post*, and *The Miami Herald*. Teachers are encouraged to provide additional websites of local and regional newspaper websites.

⁷ According to the statistics on the membership of the Association of American Geographers (AAG) in 1999, the field of geography is largely a white male profession. For example, in the May 1999 AAG *Newsletter*, the profile of AAG membership included 29 percent female in 1998. Of those classifying themselves in minority groups among 1998 members, 0.4 percent were American Indian; 5.21 percent were Asian; 1.57 percent were black; 1.74 percent were Hispanic; 0.01 percent were Native Alaskan; and 0.15 percent were Pacific Islander. A comparison with AAG membership from past years indicates that participation from females and minorities is increasing; however, the profession is still dominated by white males. One of the goals of this lesson is to encourage all students to understand the potential of geography and their own potential in the geographic profession.

Activity Three: Planning for a Career in Geography

The purpose of this exercise is to get students thinking about what it takes to achieve career goals and how to plan for college and professional school. Begin the activity by providing students with a list of colleges, universities, or professional schools that have programs and course offerings in geography. Student Resource 3 provides several examples of geography department course offerings. In addition, the *Finding a Way* website provides links to colleges and universities across the country and to geography departments in particular. College guides are also available through school guidance counselors.

After looking through different college guides, either via the website or in hard copy form, ask students to choose a college, university, or professional school that has programs and course offerings that will enable them to pursue their chosen geography career. Ask them to write down or print out information on their chosen college, the department in which they would like to study, and a list of courses, including course descriptions, that will enable them to pursue their chosen geography career. Students should write down a possible major and the courses (and course descriptions if available) that they would take in order to gain the skills necessary for their chosen profession. Students should be encouraged to consider finding internships and summer jobs that will further prepare them to pursue their career. Students should add their college plans to their lesson activity folders.⁸

Enrichment Activity: Interviewing a Geographer

The purpose of this exercise is to personalize the above lessons by having students interview a professional geographer in person, via e-mail, or via post to enhance their understanding of how they can approach career paths, why it is important to develop career skills, and what it means to be a geographer.

In order to find a local geographer, you can call a local college or university geography department. In addition, you could contact local city planning commissions, water resource managers, park rangers, or architectural firms. Finally, geographers may be contacted via e-mail. Searching college or university geography department websites could yield e-mail addresses of professors and students willing to participate in the *Interviewing a Geographer* exercise.

Students should be divided evenly into four or five groups. Each student team will develop a list of questions to ask a professional geographer. Students should be encouraged to think about the process they went through individually in deciding what kind of career to pursue and should in turn ask the professional geographer what led him or her to choose a field in geography. This may help them develop interview questions. Suggestions include:

- *How would you describe your job?*

⁸ It should be noted that students are not required to choose a major in geography--in fact, students will be encouraged to "find the geography" in many different disciplines--and the skill sets in other disciplines that will contribute to their well-rounded geography education.

- *What sorts of skills are required of your job?*
- *How did you decide to become a geographer?*
- *What kind of professional training did you receive in your college or professional school?*
- *What kind of training do you receive on the job?*

Contact the professional geographers and arrange for personal or email interviews. If there are many professional geographers to choose from, then each student team should submit questions to their geographer. If there are few or just one professional geographer, then each group should present their questions to the class, and the class as a whole should vote on which questions should be included in the professional geographer interview.

Each student should write down the questions prepared for the interview and place it in his or her learning activity folder. In addition after the interview, the teacher could lead a discussion summarizing what the professional geographer does, what his or her geography skills are, and how he or she acquired necessary skills. The students could then write a paragraph including a professional profile of the interviewed geographer.

EVALUATING THE ACTIVITY:

Students should be evaluated on their participation in discussions and on the quality of the contents of their learning activity folders. Each student's portfolio can be evaluated based on his or her demonstrated analytical skills, writing skills, and research skills. For example:

- For the newspaper articles summary and identification of geographic concepts, students should have written a paragraph summarizing each newspaper article. In addition, students should list the geographic concepts that can be identified in each newspaper article.
- *Choosing a career in geography:* students should have written career profiles of their chosen career(s). Each profile should have the career title, a paragraph describing the career, and several lines listing skills that are required of the career.
- *Planning for a career in geography:* students should have written down the college that they would like to attend in addition to a possible major. Also, they should list courses and course descriptions that will give them the necessary skills for their chosen profession.
- *Enrichment Activity:* Interviewing a geographer, each student should have written down the questions that were prepared for the interview. After the interview, students should have written a paragraph profiling the professional geographer.

BEST COPY AVAILABLE

Student Resource 1

GEOGRAPHY IN THE NEWS

CHERNOBYL STIRRING NEW FEARS

Los Angeles Times, November 26, 1999

Marina Sysoyeva, Associated Press

Thirteen years after the world's worst nuclear accident, the Chernobyl power plant is re-emerging as a focus of environmental fears and the subject of negotiations over aid to cash-strapped Ukraine.

The reopening of the plant's only functioning reactor, scheduled for today after five months of repairs, comes after the U.S. State Department recently said Ukraine "appears to be unprepared" to confront the Y2K bug.

The department warned of "a risk of potential disruption in all key sectors, especially...energy and electric services." "We're completely opposed to restarting Chernobyl," said Ben Pearson, an anti-nuclear campaigner in the Amsterdam, Netherlands, office of the environmental group Greenpeace. "Chernobyl is probably the most dangerous reactor in the world."

Ukrainian authorities insist the troubled plant, site of the 1986 accident, is safe. Under a 1995 agreement between Ukraine and the Group of Seven leading industrialized nations, Chernobyl was supposed to be closed once and for all before the year 2000.

But Ukraine, which was a Soviet republic in 1986 but is now an independent nation, says it has not received the money it was promised to complete two new nuclear reactors, so it will keep Chernobyl running until an unspecified date next year. Ukraine argues that it needs the electricity and can't afford to risk running short during the harsh winter months.

But Pearson said Ukrainian energy supplies exceed demand. Critics contend that for years, Ukraine has used Chernobyl as leverage to get Western money. "In six months' time, Ukraine may decide for political reasons that it wants to keep Chernobyl open," Pearson said.

Ever since the Chernobyl disaster 13 years ago, the Soviet Union and then Ukraine have been pressured to close the plant. The devastating explosion and fire at reactor No. 4 spewed radiation over much of Europe.

The Ukrainian government has blamed at least 8,000 deaths on the accident, including those killed immediately, workers who died in the massive cleanup operation and people who subsequently died of cancer

and other radiation-related illnesses. Three of Chernobyl's four reactors are now permanently shut down. The fourth was turned off July 1 for five months of repairs. That reactor was to be brought back into operation earlier this month, but additional maintenance forced a delay.

Oleh Holoskokov, a spokesman for the plant, said tests were under way, and the plant should be operating by "the early hours of Friday." U.S. Ambassador Steven Pifer has discussed the issue with Ukrainian leaders, who have promised to allow U.S. officials to examine all vital energy facilities, including nuclear plants.

Despite the Ukrainian government's promise to close it, the Chernobyl nuclear power plant is scheduled to restart. Ukraine needs the electricity to get through the winter.

Ukraine claims it did not get the money promised from the West to complete new reactors. Chernobyl was the site of the world's worst nuclear disaster, a tragedy that has the world worried in the wake of Y2K madness and environmental concerns.

* Reprinted with permission from the Associated Press.

OREGON FLOODING CLOSES HIGHWAYS**Los Angeles Times*, November 26, 1999

Heavy rains, overflowing rivers and mudslides forced evacuations and closed highways today around Oregon, stranding many Thanksgiving holiday travelers. The northern Oregon coast bore the brunt of the storm, with Lincoln County and Tillamook virtually cut off from the rest of the state after several highways were closed.

"I don't know who invited La Nina to Thanksgiving dinner," said Ron Scheele of the Oregon Department of Transportation. "We didn't think she was on the guest list."

Over the past week, almost 10 inches of rain has fallen in Tillamook, which is about 60 west of Portland. Around 20 stranded motorists and homeowners were rescued through the night and taken to the fairgrounds, and about 25 people were also evacuated from a nursing home, said Tom Manning, emergency services director in Tillamook.

Farther down the coast in Lincoln County, sheriff's dispatcher Marge Meyer said some homeowners were evacuated near the

swollen Siletz and Salmon rivers.

"There's no way in or out of the county, no matter which direction you go," she said. "We're kind of an island right now."

U.S. 101, which runs the length of the coast, was closed north of Tillamook due to flooding and mudslides. Inland regions weren't spared. Several rivers in the Cascades pushed toward flood stage, sending water surging close to dozens of homes

* Reprinted with permission from the Associated Press.

Student Resource 2**JOBS IN GEOGRAPHY ADVERTISEMENTS¹¹**

Jobs in geography come in many different forms, reflecting the interdisciplinary nature of the fields in geography. Here are examples of jobs advertised in an Atlanta newspaper:

Real Estate Representative

A successful and growing retail industry leader has an immediate opportunity for an experienced Real Estate Representative based in Atlanta, GA. The candidate selected for this position will be responsible for market analysis, site selection, lease negotiation and interfacing with management for new retail big box stores within an assigned territory. The qualified candidate will possess at least 3-5 years of retail experience. Basic knowledge of real estate development and financial analysis practices and techniques needed. Good interpersonal, communication and analytical skills are required. Supermarket real estate experience is a plus. Bachelor's degree is required, advanced degree preferred. To apply, please send your resume with salary expectations to: Real Estate Representative, c/o K-Mart Corporation

Why would geography be important for a real estate representative, especially for the job listed above?

Urban geography, retail geography, economic geography, and real estate experience would be important to get a job analyzing location strategies for a store such as K-Mart.

CITY OF ALPHARETTA***Boards Administrator***

Beginning Salary: \$35,690/yr. plus excellent employer paid benefits. Meets with developers regarding proposed development of land through re-zoning, master plan, variance & conditional use processes. Responsible for Boards & Commissions in the long range, short range and comprehensive planning process. B.S. in Public or Business Administration, Urban Planning or related field w/ 3 to 5 yrs. exp in local government. Obtain applications or mail resume to Two South Main St.

The job ad above lists a required degree in public or business administration, urban planning or related field. Do you think geography would be an acceptable field of study?

Regional development, economic geography, and even political geography might be relevant fields for this job.

¹¹ These are only a few examples of jobs in geography and geography-related fields. Others can be found by exploring job ads in newspapers and on the Internet.

PRINCIPAL PLANNER*Land Use Planning*

Regional planning agency has immediate vacancy for a principal Planner in Land Use Planning. Responsibilities include administration of agency comprehensive planning including coordinating w/local government in meeting requirements under the GA Planning Act; participate in other land use planning projects as required; BS degree in planning or related field & considerable exp.; MS preferred; strong written & oral communication skills; strong proficiency in MS Office; exp. w/ARC View helpful. Excellent employer-paid benefit package; sal range \$35,389-\$53,849.

Here again, would geography be a suitable field? Why?

MARKET RESEARCH ANALYST

JPI, a national multi-family real estate development/construction company, is seeking a full-time Market Research Analyst for our Atlanta team, located in the Roswell/Dunwoody area. Qualified applicants should possess good computer skills and must be proficient in MS Excel and Word, research experience as well as knowledge of MS, PowerPoint, Access, and geographic information systems, particularly ArcView, a plus. Excellent benefits package. Salary commensurate with experience and qualifications. Fax resume.

The above job description is for a market research analyst. How would the field of geography apply to this job?

Demographic information and location characteristics might be important for a market research analyst. Also, notice the computer skills needed: in addition to Word, Excel, PowerPoint, and Access, the ad lists geographic information systems (GIS), particularly ArcView as a plus.

Student Resource 3**UNIVERSITY COURSE OFFERINGS IN GEOGRAPHY****University of Arizona Department of Geography & Regional Development****Course Offerings:****Geography (GEOG)**

GEOG 110 *Regional Land Use*

GEOG 151 *World Regional Geography*. Geographic concepts and information organized by conventional region and nation. Appropriate for elementary and secondary teaching.

GEOG 171 *Introduction to Meteorology and Climatology*

GEOG 171L *Introduction to Meteorology and Climatology Laboratory*

GEOG 195A *Topics in Geography and Regional Development*

GEOG 199H *Honors Independent Study*

GEOG 210 *The Political & Cultural Geography of Globalization*. This course examines how systems of difference provide revealing analytical categories for understanding the political and cultural geography of globalization and develops critical thinking skills that can be used effectively beyond this course

GEOG 220 *Our Diverse Biosphere*. The strategy is to immerse non-science majors in the biological aspects of Physical Geography and, through lively debate and discussion, maps and images, to enhance critical thinking skills students need to make decisions about the world around them.

GEOG 230 *Our Changing Climate*. Where, when, and why is climate changing? We will answer these questions via computer visualization and hands-on exploration of satellite images, time-series, and other climate variability data at global, regional, and local scales, and from paleoclimate to modern instrumental record.

GEOG 240 *Our Dynamic Landscape*. Critical perspectives on complex environmental problems; issues include environmental hazards, renewable and nonrenewable resources; global, regional, and local patterns, and geographic scale are emphasized.

GEOG 299 *Independent Study*.

GEOG 299H *Honors Independent Study*.

GEOG 301 *Introduction to Regional Planning*.

GEOG 305 *Economic Geography*. Analysis and modeling of the spatial structure of primary, secondary, and tertiary economic activities; location theory and regionalization in economic systems. Writing Emphasis Course.

GEOG 330 *Introduction to Remote Sensing*. Introduction to remote sensing principles, techniques, and applications, designed principally for those with no background in the field.

GEOG 357 *Geographical Research Methods*. Formulation and solution of geographic problems; models, research design, and methods of gathering, analyzing, and portraying geographic data. Writing Emphasis Course.

GEOG 360 *Environmental Perception*. Consideration of patterns in human perception in relation to modification of environment and environmental planning. Writing Emphasis Course.

GEOG 367 *Population Geography*. Fertility, mortality, and migration as agents of demographic change. Topics include fertility control and LDCs; working mothers and NDCs; aging societies; legal/illegal immigration in the U.S.; population policies.

GEOG 369 *Geography of the Middle East*. Physical environments and cultural areas of Southwest Asia, with emphasis on people-environment interrelationships, settlement systems, and impact of Islam. Writing Emphasis Course.

GEOG 371 *Principles and Practices of Regional Development*. Introduction to basic concepts, objectives, practices and techniques of regional and industrial development as a professional activity, with emphasis on development problems and solutions. Field Trips. Writing Emphasis Course.

GEOG 373 *Political Geography*. Explores links between global economic and political processes, national affairs and local politics. Designed to foster participation; assessment is via essays and assignments. Writing Emphasis Course.

GEOG 374 *Geography and Social Justice*. Introduction to theories of social justice with application to social, cultural, and economic geography. What are the prevailing theories of social justice and

- how can we draw on them to assess movements and goals for social change? How do different geographical contexts inform our assessment of social justice concepts? Course will address theory, moral questions, and specific case studies equally.
- GEOG 375 *Metropolitan Tucson*. Physical and cultural basis of Tucson's geographic patterns, with emphasis on the city's site, situation, settlement patterns and problems of growth and change. Field Trips.
- GEOG 379 *Urban Growth and Development*. Location patterns in urban areas and processes of growth; historical development of U.S. cities, rent theory, housing markets, commercial and industrial location, the role of transportation and planning. Student development teams create a model city using the ACRES real estate simulation game.
- GEOG 380 *Global Agricultural and International Relations*. Writing Emphasis Course.
- GEOG 381 *Cartography*. Tools and techniques, properties and construction of projections, design and preparation of maps for publication.
- GEOG 393 *Internship*
- GEOG 396H *Honors Proseminar*
- GEOG 399 *Independent Study*
- GEOG 399H *Honors Independent Study*
- GEOG 401A *Introduction to Planning*
- GEOG 401B *Introduction to Planning*
- GEOG 403 *Applications of Geographic Information Systems*
- GEOG 407 *The American Landscape*. Origin and character of the visual aspects of places viewed individually and regionally; changes in habitat, vernacular structures and landscapes, townscapes, countrysides and special features.
- GEOG 408 *Arizona and the Southwest*. The changing character of the land and man's occupancy of it, with emphasis on Arizona; historically and problem oriented. Field Trips. Writing Emphasis Course.
- GEOG 409 *Russia and the Former Soviet Union*. Political, population and economic elements of contemporary Russia and the former Soviet Union. Emphasis on human settlement, economy, and resource development. Writing Emphasis Course.
- GEOG 411 *Middle America*. Land, people, and culture in the major natural and cultural regions of Mexico, Central America, and West Indies. Writing Emphasis Course.
- GEOG 412 *South America*. Physical and cultural bases of South America's geographic patterns, with emphasis on human settlement and problems of resource development.
- GEOG 413 *Africa*. Physical and human bases of regional contrasts, with emphasis on tropical environmental systems and changing patterns of resource utilization and development. Writing Emphasis Course.
- GEOG 415 *Introduction to Water Resources Policy*. Writing Emphasis Course
- GEOG 416 *Geographic Information Systems for Geography and Regional Development*. Introduction to the use of computers for map production, with emphasis on cartographic principles and practical experience with several user-oriented mapping programs.
- GEOG 417 *Geographic Information Systems for Natural Resources*
- GEOG 418 *Southwest Land and Society*
- GEOG 419 *Cartographic Modeling for Natural Resources*
- GEOG 420 *Advanced Geographic Information Systems*
- GEOG 421 *Physical Climatology*
- GEOG 422 *Resource Mapping*
- GEOG 430 *The Climate System*. Systematic examination of processes and circulations comprising Earth's climate. Emphasis on circulations influencing geographic processes using examples of atmospheric environmental issues.
- GEOG 431 *Global and Regional Climatology*. Description and analysis of the atmospheric circulation process that produces differences in climates throughout the world. Emphasis on the earth's problem climates and climatically sensitive zones most susceptible to floods, droughts, and other environmental stresses due to global change.
- GEOG 446 *Health and the Global Economy*. The interconnection of the global economy, local social structures, political economies, and health. Examines theoretical approaches and case studies as well as strategies for ameliorating ill health.
- GEOG 450 *Geomorphology*.

- GEOG 453 *Locational Analysis*. Industrial location theory and location factors, consumer travel behavior and market areas, geography of economic impacts, location of public facilities. Writing Emphasis Course.
- GEOG 454 *Regional Analysis*. Regionalization and geographic scale; spatial variation and well-being and development; multiplier and analysis; demographic-economic models; theories of regional growth; regional policy.
- GEOG 456 *The American City*. An integrated approach to the built environment with special emphasis on the historical, social, and political aspects of American urban development. Writing Emphasis Course.
- GEOG 457 *Statistical Techniques in Geography, Regional Development and Planning*. Methods of gathering and analyzing data for the solution of geographical, urban, and regional planning problems, with emphasis on quantitative and statistical techniques used in spatial analysis and cartography, on the one hand, and program planning, on the other.
- GEOG 459 *Land Use and Growth Controls*
- GEOG 460 *The State of Sonora*
- GEOG 461 *Environmental and Resource Geography*. Examines physical resources (e.g. distribution, quantities, and availability) and the human factors which may contribute to their completion and deterioration as well as protection and maintenance. Writing Emphasis Course.
- GEOG 464 *Arid and Semiarid Lands*. Past, present and future of settlement and resource utilization in the world's arid lands; spatial interrelationships of environmental, demographic, socioeconomic and political systems.
- GEOG 465 *Physical Aspects of Arid Lands*. The climate, landforms, hydrology, soils and vegetation of deserts, with special emphasis on processes and distribution at micro-to-macro scales.
- GEOG 466 *The Middle Eastern City and Islamic Urbanism*
- GEOG 471 *Problems in Regional Development*. Analysis of population growth trends, market areas, the role of transportation in development, regional specialization and economic structure, interregional migration, and regional policy issues.
- GEOG 472 *Exploring Radical Geography*. Introduction to origins and continuing development of radical geography and its concerns with capitalism, nature, culture, class, gender, race, and ethnicity.
- GEOG 476 *The Land Development Process*
- GEOG 478 *Global Change*.
- GEOG 483 *Geographic Applications of Remote Sensing*. Use of aircraft and satellite imagery for monitoring landforms, soils, vegetation and land use, with the focus on problems of land-use planning, resource management and related topics.
- GEOG 488 *Governing Science and Technology*. Historical, cross-cultural, and geographical assessment of strategies societies have deployed to govern science and technology; effects of particular strategies in terms of impacts (both positive and negative) of science and technology on people, their lives, and the environment.
- GEOG 496A *Research*. Writing Emphasis Course.
- GEOG 497A *Geography for Teachers*.
- GEOG 497B *Projects in Regional Development*
- GEOG 498 *Senior Capstone*
- GEOG 498H *Honors Thesis*
- GEOG 499 *Independent Study*
- GEOG 499H *Honors Independent Study*

Sample of Courses Offered in the Geography Department at the University of Washington

Course #	Course Title
100	Introduction to Geography
102	World Regions
205	Introduction to Human Geography
205	Introduction to the Physical Sciences and the Environment
207	Economic Geography
230	Urbanization in Developing Nations
258	Maps and GIS
270	Human Dimension of Environmental Change
277	The Geography of Cities
280	Geography of Health and Health Care
301	Cultural Geography
302	The Pacific Northwest
303	Nature and Culture
308	Canada: A Geographic Interpretation
326	Introduction to Geographic Research
330	Latin America: Landscapes of Change
333	Russia's Changing Landscape
335	The Developing World
336	China
342	Geography of Inequality in the United States
344	Migration in the Global Economy
349	International Trade
350	Urban-Regional and Market-Area Analysis
360	Principles of Cartography
366	Regional Development: Technology and Industrial Change: Global, National, and Subnational Perspectives
367	Economic Uses of Geographic Information
370	Problems in Resource Management
371	World Hunger and Resource Development
372	Asian Sustainable Development
375	Geopolitics
380	Geography of Health and Disease
397	Tutorial for Majors

Critical Foundation Courses for Majors

401	Culture, Capital, & the City
425	Qualitative Methods in Geography
426	Quantitative Analysis in Geography
430	Contemporary Development Issues in Latin America
431	Geography and Gender

Course #	Course Title
432	Population and Urbanization Problems of Russia and the Newly Independent States
433	Russian Resource Use and Management
434	Southeast Asia Conflict & Development
435	Industrialization and Urbanization in China
440	Regional Analysis
443	Location and Movement Models
445	Population Distribution and Migration
447	Geography of Air Transportation
448	Geography of Transportation
449	Geography of Ocean Transportation
450	Theories of Location (and Spatial Organization)
451	Geography of Latin America
458	Map Sources and Errors
460	Geographical Information System Analysis
461	Urban Geographic Information Systems
463	Geographic Information Systems Workshop
465	Analytic Cartography
471	Methods of Resource Analysis
472	Ecoscapes: Nature, Culture, and Place
478	Intraurban Spatial Patterns
480	Environment and Health
490	The Seattle Region
492	Library Research in Geography
494	Senior Essay
494H	Senior Essay (Honors)
495	Special Topics
496	Internship in Geography
497	Tutorial in Geography
498	Undergraduate Seminar (Workshop) in Economic Geography
499	Special Studies (varies)

FINDING A WAY

A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

FUNDED BY THE NATIONAL SCIENCE FOUNDATION

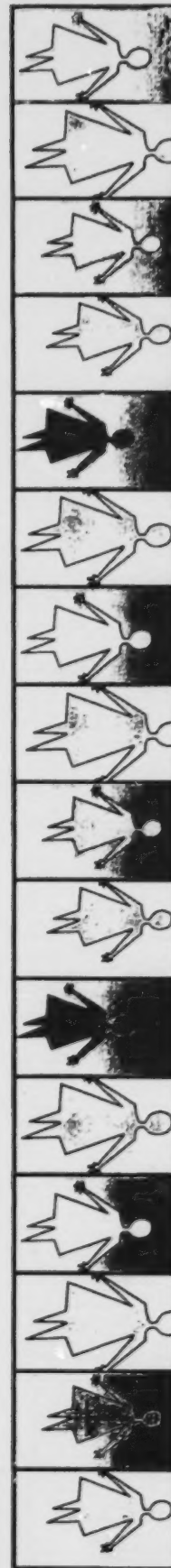
A TOUR OF YOUR HOMETOWN

by Janet Lueby

*Students complete fieldwork and research
in order to plan a tour of their hometown and
produce a "brochure" that includes maps,
descriptions and illustrations.*

TITLE NO.

6



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

A publication of the National Council for Geographic Education

Cover: Donna E. Cashdollar

Text Design and Copyediting: Soliman Ismail

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A TOUR OF YOUR HOMETOWN¹

INTRODUCTION:

The goal of this lesson is to acquaint students firsthand with the discipline of geography, the nature of the geographic lens and the critical eye that geographers bring to their work. The lesson is designed as an introduction that focuses on getting students to explore the geography of their neighborhood and at the same time, getting them to understand, process and evaluate the significance of *point of view*, *difference*, and *perspective*. Students are sensitized to the many different lenses through which we view the world (gender, race and ethnicity, and class). They come to appreciate that no one way is correct and they are confronted with having to consider the implications of difference. This investigation uses the geographical concepts of *built environment*, *location*, *distance*, and *spatial perception*.

Students will be asked to place themselves in the position of *others* based on *age* (a child under 5 or a person over 65), *ability* (an amputee or a blind person), *socialization/training*² (a security officer/ police officer, a person who has not learned to read, or an historian), and *life experiences* (a person who has moved away and returned to a community after 25 years). Students are then asked to explore the center city of their town and plan a tour. This can be a bus tour, a walking tour, a bike tour, a trolley tour, jogging, or rollerblading tour. The tour should include sites and locations of interest, observations, photos, and information. The tour should be one that promotes the hometown as an exciting and informative place to visit.

OBJECTIVES:³

Knowledge

1. Explain and evaluate how elements of the built environment influence an individual's experiences.
2. Recognize that the mind and the body must be catered to in planning and in decision-making. What areas do you think would interest a 5 year old (the mind)? What might you need to allow for in terms of bodily capabilities of 5 year olds? How far can a five year old walk (the body)?
3. Understand the importance of space, location, and the built environment.

¹ This lesson was originally developed by Janet Lueby, Springman School, Community Consolidated School District, Chicago, Illinois. It was entitled, "A Biking Tour of Glenview." It has been revised by Rickie Sanders, Temple University, Philadelphia, Pennsylvania, with the assistance of Pat Macpherson, Westtown School, Westtown, Pennsylvania; and Karen Nairn, Children's Issues Centre, Otago University, Dunedin, New Zealand.

² We included socialization and training as an independent variable because we wanted to get students aware that not all difference is derived from physical ability and age.

³ These objectives were informed by *Geography for Life: National Geography Standards*, 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

Skills

1. Construct and interpret maps.
2. Collaborate via group work.
3. Measure and calculate data.
4. Analyze and evaluate data.
5. Process data.

Perspectives

1. Develop an awareness of the other.

RESOURCES:

- Student Resource 1: TIMELINE TABLE FOR TOUR
- Teacher Resource 1: SAMPLE OF TOUR FOR GLENVIEW
- Teacher Resource 2: EVALUATION SHEET
- Colored markers or pencils
- Construction paper
- Detailed street map of your community (if available)

IMPLEMENTING THE ACTIVITY:

Divide the class into groups of five to seven students. Each group represents a specific constituency, e.g., the blind, people over 65, children under 5, historians, security officers. Make sure that the members of each group stay together at all the times and that they plan a tour of interest to their constituents.

A description of a biking tour created for Glenview, Illinois is attached as an example (Teacher Resource 1). If you are unable to conduct your own tour, this may serve as a guide. Have each group organize a journal and begin to brainstorm possible locations that they might want to include in the tour. The purpose of the journal is to allow students to reflect on process—how the group came to include certain locations and exclude others. Also, they should record questions that arise in their journals.

Have students design a plan and establish a timeline (Student Resource 1) for a 2½-hour tour. Ask them to construct a table to help them schedule *meeting points* and *rest areas* during the day. They will need to complete columns under the following headings: Time, Location, and Distance from previous location.

To do this assignment, each group will need to indicate the most interesting, appropriate, informative routes, facilities, and *icons* they will use. Students will construct an original map, either hand drawn or computer generated. Encourage them to keep the map simple but detailed enough to provide good directions. They will need to include basic map details such as a *compass rose*, *legend*, *title*, and *date*. Have groups analyze their route for ease of movement and make sure that all their points connect. This may be done via a fieldtrip, and students can work individually or in pairs.

As the tour should take no less than 2½ hours, students might wish to schedule rest breaks and use of restroom facilities. Using their maps, they should mark the location

of appropriate facilities. Have them write descriptions of the places included in their tours and make special mention of why they are of interest to their group. Encourage students to supplement this with some history and popular folklore. Remind them to always consider the implications of where they elect to visit. They can use the local historical societies, libraries, Chambers of Commerce, and Visitor's Centers as resources.

On the basis of what students have learned, elicit from them responses about location, the built environment, distance, spatial perception, point of view, difference, and perspective.

EVALUATING THE ACTIVITY:

1. Use the attached evaluation sheet (Teacher Resource 2) as a guide for evaluating students' projects.
2. Students will be asked to hand in a paper describing how their tour expands their understanding of *point of view*, *difference*, and *perspective*. They may also be asked to speculate on how they would design their tour from an individual's perspective different than their own. Designing another tour from another perspective might be a good extension exercise. They can also be asked to discuss some of the difficulties they faced when they assumed the position of *others*. They can also make a list of things they did not include in their tour and discuss why these things were excluded.
3. Have students respond to the following question: *If you were to do this exercise again, what changes would you make?* Ask them to provide some suggestions about other ways that the idea of *point of view*, *difference*, and *perspective* can be presented. Based on student reaction, revise the activity if needed.

EXTENSION ACTIVITIES:

Blindfold members of the class and do the tour planned for the blind. Afterwards, ask students to evaluate the tour.

Student Resource 1

TIMELINE TABLE FOR TOUR

Group _____

[illegible]

Teacher Resource 1**SAMPLE OF TOUR FOR GLENVIEW**

The Glenview Village Council was meeting at Hackney's and after several hamburgers with double orders of onions, the members weren't sure if the sick feeling in their stomachs was from grease or worry. They were talking about a serious problem that seemed to be developing in the Village of Glenview.

They knew that it was very important for a community to plan events that brought people together and made them proud of their heritage as Glenviewites. The word is out that the citizens of Glenview have become bored with some of the traditional community events and have been seen sneaking across the borders into Wilmette, Niles, and Northbrook. The village leaders were not begrudging this neighborly support of other communities; they just wanted to spark interest in Glenview's landscape, as well.

One of the brightest and best village planners remembered hearing about the outstanding geographers on Team C. Maybe they would be willing to work on a project that would spark an interest in Glenview. They wanted to plan something in which people of all ages could participate. Also, it was important to include several interesting locations that would relate the history of Glenview.

Eureka! They decided to ask the Team C geographers to design bike tours of Glenview. A bike tour is a great activity for families or groups of friends. It is a wonderful exercise and will introduce the participants to all the interesting parts of Glenview. They would ask them to submit their projects and the best ones would be distributed at the Glenview Historical Society Fair in November. Perhaps, they would even be willing to reach out to the global community by creating a Glenview Bike Trek on a web page. Feeling more cheerful, the planners ordered dessert.

Part I

SAFETY FIRST!!! Always conduct research with friends or a family member. Do not wander into places that you are not sure about without mom or dad. Also, remember bicycle safety rules and the old Native American proverb:

EYES SHOULD POINT SAME DIRECTION AS MOCCASINS.

In other words, do not observe the landscape and continue riding your bike. Pull over to the curb, STOP, then observe, take pictures, and record information in your journal.

Part 2

- Work individually or with no more than one partner. If you decide to do the project with a partner, you will share the same grade.
- Organize your bike tour journal and begin to brainstorm possible locations that you might want to include in your bike tour. Also, record geographic and historical questions that will guide your research.
- Design a plan and establish a timeline for completion of the project. Share this with your teacher.
- Use the map of Glenview to plan a first draft of the bike tour route.

Part 3

Pull on your muddy boots, grab some friends or family and begin your field work. Follow the tour that you planned, make changes as necessary. Remember, the tour should be fun, interesting, safe and easy to follow. It should also include the significant geographic and historical locations in Glenview. Record notes in your journal and either take photographs or draw sketches.

Once you have made your final decisions about the locations in your bike tour, investigate the history and evaluate the geographic significance of each location to the community. Record all research in your journal or use note cards.

Part 4

Use your research to create the final brochure. You must have all plans finalized, before you use the Pagemill publishing program to create your brochure. There are a few things that you must include. They are:

1. MAP OF THE ROUTE

You must construct an original map, either hand drawn or computer generated. Keep the map simple, but detailed enough to provide good directions. Remember to include the basic map details such a compass rose, legend, title and date. Analyze your route for ease of movement and make sure that all your points connect.

2. DESCRIPTIONS OF THE LANDSCAPE

Write descriptions of the Glenview places included in your tour. Remember to include their historical and geographic significance to the community. Use the Glenview Historical Society, library, Chamber of Commerce and Village Hall as resources. However, do not plagiarize existing tours; yours must be an original. Scan photographs or sketches to include in the brochure.

3. ATTRACTIVE LAYOUT

The layout of your brochure should be neatly done and attractive. Use your creativity and imagination. You will be required to make the map and write descriptions, but the design and anything else that you want to include are your choice. Remember to consult our list of standards that we decided were characteristic of a good brochure, such as a prominent title that catches the attention of the reader.

You must have a rough draft of the brochure with map and descriptions completed. Share this draft with a friend and ask him or her to provide feedback on the clarity and organization of your project.

Teacher Resource 2
EVALUATION SHEET**NAME:**

EXCEEDS = 3 POINTS
MEETS = 2 POINTS
BELOW = 0-1 POINT

EXPECTATIONS**MAP OF BIKE TOUR**

- Includes title, legend, directional arrow, and locations.
- Streets and locations were accurately represented.
- Lettering, lines, map symbols, and background were neatly presented.

PLACES OF INTEREST

- Written descriptions were original and concise.
- Illustrations were attractive and illustrated key features of each place.
- Descriptions and illustrations describe geographic and historical features.

OVERALL PROJECT

- Tour was well-planned; all stops were connected in a logical progression.
- Map and descriptions were integrated and easy to understand.
- Lettering and background reflect planning and attention to neatness/attractiveness.
- Arrangement and presentation of project parts reflect planning and attention to neatness/ attractiveness.

TOTAL EARNED POINTS:**GRADE:**

FINDING A WAY

A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

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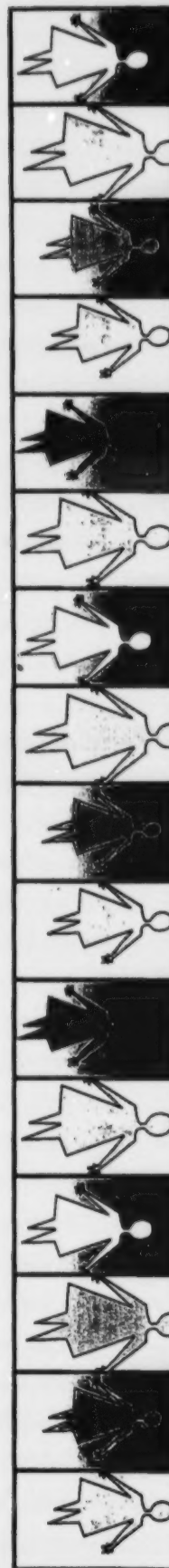
EXPLORING A DIFFERENT KIND OF SPACE

by Doug Bradley

*Introduces the discipline of geography to
high school students and personalizes
geography for them*

TITLE NO.

7



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

A publication of the National Council for Geographic Education

Cover: Donna E. Cashdollar

Text Design and Copyediting: Soliman Ismail

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EXPLORING A DIFFERENT KIND OF SPACE¹

INTRODUCTION:

This lesson introduces the discipline of geography to students with the aid of a field activity. Students are asked to consider important geographic concepts such as spatial organization. They are also urged to reason the way geographers reason and challenge the idea that geography is just about knowing locations on a map. Through their work, students discover what geography is and how it plays a role in their world. In looking for patterns and relationships on their maps, they enhance their reasoning abilities. They also learn how to construct research questions.

OBJECTIVES:²

Knowledge

1. Define geography and articulate what geographers study.
2. Distinguish different kinds of space, e.g., outer space, interior space, and spaces studied by geographers.

Skills

1. Construct and interpret a map.
2. Collaborate via group discussion.
3. Generate and test hypotheses.

Perspectives

1. Appreciate group consensus building and critical thinking.

RESOURCES:

- Geography textbooks
- Blank paper, pencils, and markers
- A variety of maps

IMPLEMENTING THE ACTIVITY:

Ask students to brainstorm what geography is. Have them write their own definition of geography and five keywords they think of when they hear the word *geography*. Responses are likely to include world, maps, study, places, etc. Ask students to suggest other words that could be included but are not.

Write the following statement on the board:

TIME IS TO HISTORY AS IS TO GEOGRAPHY

¹ This lesson was originally developed by Doug Bradley, Highland Jr. High School, Highland, Illinois. It has been revised by Rickie Sanders, Temple University, Philadelphia, Pennsylvania, with the assistance of Karen Nairn, Children's Issues Centre, Otago University, Dunedin, New Zealand.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

Ask students to suggest words from their list that might best complete this statement. Arrive at a group (consensus) definition that reflects what geography is. Introduce the terms *spatial* and *space* and emphasize that geographers study how space is organized. Introduce the idea of *spatial scale* by asking why or how the space geographers deal with is different from outer space. Encourage discussion around *scale*, *space*, and *spatial organization*, e.g., ask: "Who organizes space?" "For what reasons?"

Have students speculate on what role *maps* play in geography. Distribute a variety of maps to students. Define maps as idealized representations of Earth's surface. What are some questions that geographers might ask when looking at an area on a map? Have students write down two questions that a geographer might ask. In class discussion, make students aware of conventional ideas about what a geographer does; e.g., a geographer knows locations of places on a map. Emphasize that in this lesson, the class is going to challenge those traditional ideas.

Collect and discuss questions. Organize the questions based on which ones deal with *physical* and *human* characteristics. Note the *two branches of geography* – physical and human.

Have students map their homes. After the activity, brainstorm about what hypotheses might be advanced. For example, girls tend to map their rooms more; boys tend to map the whole house. Collect information in a table listing what each student mapped, e.g., whole house, bedroom, living room, kitchen, and the gender of the student completing the map. Ask students to organize the data and determine if patterns exist. Why might a geographer be interested in this information? Who else might be interested?

Conclude by getting students to think about how geographers might improve home spaces. Organize the students into pairs and ask them to produce written answers to the following questions:

- *Do geographers make changes to improve how space is best used?*
- *If so, how do you think geographers make these changes?*
- *Why is it important to organize space?*
- *Identify five careers that pertain to geography.*
- *What are primary tools of geographers?*
- *What are two geographical studies that your group would like to investigate this year?*

EVALUATING THE ACTIVITY:

- Ask students to re-organize their classroom and write an essay justifying why they organized it the way they did.
- Ask students to write how their conception of geography and what geographers do has changed as a result of this lesson.



A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

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THE GENDERED GEOGRAPHIES OF EVERYDAY LIFE

by Pamela Wridt

*Students examine the larger space in which
they live for evidence of how it presents and
constrains opportunities.*

TITLE NO.

8

110



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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THE GENDERED GEOGRAPHIES OF EVERYDAY LIFE¹

INTRODUCTION:

It is commonly thought that males and females perceive, interact with, and use space differently. Many geographers are interested in how males and females interact with their environment to create *gendered spaces*. For example, studies suggest that female activities are more associated with *private spaces* such as homes and residential areas, whereas male activities are more visible in the *public realm*. Few researchers have studied whether gender differences in uses of space are also present among adolescents. The question is whether or not younger people (adolescents) also rely on gendered perspectives and interact with their environment through a gendered lens. As a research issue, this topic is important because it assesses the relationship between place and identity formation. This is an issue that has been taken up recently in the book *Cool Places: Geographies of Youth Cultures* (1998).²

This lesson requires students to develop an understanding of the spaces in their everyday world. It incorporates gender friendly instructional strategies such as student diaries, group work, the chip method³, and writing/sharing essay questions and discussions. The lesson requires one week to assemble travel diaries and 3-5 days for analysis.

The lesson encourages students to think about the geographic dimensions of their everyday world, ask questions, and formulate hypotheses. They will ask questions about their *activity space*, the area in which the majority of their activities are carried out. For instance: What types of places do adolescents spend their time in? Where are these places located in the city? How does activity space differ by gender? Is there a difference in places visited during daytime and nighttime? Do places visited during the weekend differ from places visited during weekdays? Do boys and girls use different methods of transportation? What types of activities do boys engage in? What kinds of activities do girls engage in? Do they travel alone or with others? They will speculate on whether or not activity space differs based on *transportation networks* and *land use patterns* of the city. If so, how and why? Does activity space differ by the day of the week and period during the day? How/why? Hypothesize on how activity space differs by season or the specific *site/situation* of your city – conditions such as snow, early darkness, a nearby river or lake, etc.

¹ This lesson was developed by Pamela Wridt, Ph.D. student at City University of New York, Department of Environmental Psychology, Graduate Center. It has been revised by Rickie Sanders, Temple University, Philadelphia, Pennsylvania, with the assistance of Karen Nairn, Children's Issues Centre, Otago University, Dunedin, New Zealand.

² Skelton, Tracey and Gill Valentine (eds.). 1998. *Cool Places: Geographies of Youth Cultures*. New York: Routledge.

³ The chip method is a way to ensure that one or a handful of students do not dominate class discussions. The teacher passes out one chip to each student. In order to speak, the student must turn the chip over to the teacher. All chips must be used before students can speak freely.

OBJECTIVES:⁴**Knowledge**

1. Use terms such as land use pattern, landscape, location, or activity space.
2. Become aware of the effects of social geography on activity spaces.
3. Know the effects of seasonality on activity spaces.

Skills

1. Formulate hypotheses about gender and activity spaces.
2. Collect data in travel diaries.
3. Organize travel data and record it on maps.
4. Analyze and interpret patterns and data for gender groups.
5. Ask questions to provide insights into why and how activity spaces differ.

Perspectives

1. Heighten awareness of the importance of research.
2. Become aware of the significance of gender as a variable in geographic research.
3. Heighten awareness of a student's use of space.

RESOURCES:

- Student Resource 1: INSTRUCTIONS FOR DIARY AND MAPPING ACTIVITY
- Student Resource 2: DAILY TRAVEL DIARY
- Student Resource 3: SAMPLE TRAVEL DIARY FROM HASTINGS, MINNESOTA
- Student Resource 4: DATA ANALYSIS WORKSHEET
- Student Resource 5: TRAVEL JOURNAL REFLECTIONS
- A detailed large-scale street map of students' community⁵

IMPLEMENTING THE ACTIVITY:

For the period of one week (Monday through Sunday) have students gather data on where they went (specific location and a description of the type of place), how they got there (by car, bus, walking, etc.), when they traveled (A.M. or P.M.), with whom (mother, father, brother, sister, friends, alone), and why they traveled (had to, bored, went shopping, etc.) This information will be recorded in a daily travel diary (Student Resource 2).⁶ Students should also plot the locations of the places they visited on their map on a daily basis. One idea is to place a red dot for commercial places (e.g., stores, restaurants), a blue dot for residential places (houses, apartments), a green dot

⁴ These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

⁵ Maps may be available from a local chamber of commerce or even from a public telephone directory. If students have access to the World Wide Web, they can download necessary maps from available online mapping software programs.

⁶ To ensure that students are able to complete the activity with accuracy, diaries should be filled out at the beginning of class each day for the previous day's travel.

for natural and recreation areas (e.g., parks, baseball fields), and a yellow dot for public places (e.g., schools, churches). Next to each dot, students place the number of the journal entry that corresponds to that particular location.

As an alternative, students can be asked to generate ideas on how to classify the places they visit. Once a system of classification has been determined, they can come up with a color-coding scheme and proceed with their mapping.

The first two days will take considerable teacher involvement guiding students through finding locations, reading and understanding the map of their hometown, etc. until they become familiar with the task. It is advisable to pair students during this part of the activity so that they can share knowledge of their community. Student Resources 1 and 3 provide a detailed description of how to complete the diaries and the mapping exercise.

Daily schedule/tasks:

Monday, Day 1

Explain the task to students; familiarize them with the map of their community; teach them how to read it and find places that are familiar to them, like the school; familiarize them with the diary and the types of information they need (Student Resources 1 & 2). Provide them with the *Sample Travel Diary* (Student Resource 3) as a guide on how to fill out their own diaries. Tell them they will begin the activity the following day and that they have to pay attention to street names and locations. Have the students develop hypotheses regarding who goes where, when, how often, etc. Collect the hypotheses for later use after data are collected.

Tuesday, Day 2

Students complete diary entries for Monday, Day 1 and map the locations for each entry in the diary.

Wednesday, Day 3

Students complete diary entries for Tuesday, Day 2 and map the locations for each entry in the diary.

Thursday, Day 4

Students complete diary entries for Wednesday, Day 3 and map the locations for each entry in the diary.

Friday, Day 5

Students complete diary entries for Thursday, Day 4 and map the locations for each entry in the diary. Tell students that they will fill out their weekend travel behavior (Friday, Saturday and Sunday)⁷ on Monday in class, so they will need to make notes of their activities. You may choose to let students take their diaries home.

⁷ Note that student travel behavior will be very similar during the week (e.g., traveling to and from school). On the weekend, they may visit a greater number of places.

Monday Day 6

Students complete diary entries for Friday, Day 5, Saturday and Sunday and map the locations for each entry in the diary.

Tuesday, Day 7

Split students into all-female or all-male groups of 6 or more. Students should take turns copying the locations from their maps onto an overhead transparency that has the large-scale community map photocopied on it. Each group will produce four maps that show the overall activity for their group by place.

Map #1 – transparency of all group members' activities to commercial places

Map #2 – transparency of all group members' activities to residential places

Map #3 – transparency of all group members' activities to recreation areas

Map #4 – transparency of all group members' activities to public places

Wednesday, Day 8

Have each group tally and record the number of commercial, residential, recreation and public places visited (Student Resource 4). Have the group write sentences that describe the activities that take place there. Students should also tally what type of transportation they used and with whom they traveled.

Thursday, Day 9

Keep track of group findings on the chalkboard as groups present them. Tally responses by gender for each type of place visited. You can also group the transparencies for female groups and male groups together to get the two composite maps showing female and male activity space for the class. In the journal portion of the diary, have students write down sentences that summarize the information all groups have presented. Have them determine if girls and boys exhibit different types of travel behavior. If so, have students speculate on why this is the case.

Friday, Day 10

Have students write essays in their diaries speculating how geographers can develop areas in their community for adolescents (Student Resource 5). Students should use the information derived from the class travel diaries and maps to support their recommendations to the city planners.

EVALUATING THE ACTIVITY:

A primary evaluation can be an essay that reflects what students learned about themselves and their community through keeping a diary and mapping their daily travel patterns. You can also develop a rubric for assessing individual student diaries and maps, group work and presentations, and the student s' reflection essays on how to improve the needs of adolescents in their community.

EXTENSION ACTIVITIES:

Invite a city planner (or several planners, making certain to pay attention to gender, race, and ethnicity) to attend the class and have students organize and present their research findings.

Student Resource 1**INSTRUCTIONS FOR DIARY AND MAPPING ACTIVITY****Name:****Class:****Teacher:****Filling in your Daily Travel Diary**

You will be filling in a travel diary for each day, Monday through Sunday, for the period of one week. Please complete all of the columns as best as you can for each place you travel to. Number each entry starting from #1 to X number of places you visit for the period of one week. Attached is a sample diary (showing Monday and Tuesday) from a student in Hastings, Minnesota for you to follow.

Keep a detailed log of all the places you visit in the next week. Your **Daily Travel Diary** asks you to fill in *Who* you traveled with to a particular place, *What* type of place you visited, *When* you traveled to a particular place, *Where* the place is located (exact location so that you are able to map it), *Why* you traveled to a particular place, and *How* you traveled to a particular place. See the attached sample to get an idea of what type of information is needed.

Mapping Your Daily Travel Patterns

Map the locations of all the places you visited on a daily basis using a detailed street map of your community. If you have already visited the place on a previous day, and the location is already on the map, you do not need to map it again. Your map represents all the places you visited *at least once* in the last week.

An example of how to label your map is as follows:

1. Place a simple dot at the exact location you visited. Decide if the place you visited is a commercial location (store, restaurant), a residential location (home, neighbors' homes), or a recreational location (park, basketball court), or a public place (school, library, religious place). Color-code the dots according to the type of location.

RED = Commercial Places
BLUE = Residential Places
GREEN = Recreational Areas
YELLOW = Public Places

2. Label the place using the journal entry number (e.g., journal entry #1 is your home, place a #1 next to that dot.)

Remember to map each place only once. If you visited the same place more than once, such as school where you go every day, you do not need to map it again. This information will be in your Daily Travel Diary. The numbers in your diary correspond to the dots on the map. If you mapped all the places you went to **EVERY TIME**, the map would get really messy and confusing. Map each place only once even if you've been there 5 times in one week.

Student Resource 2
DAILY TRAVEL DIARY

[illegible]

Student Resource 3
SAMPLE TRAVEL DIARY FROM HASTINGS, MINNESOTA

Number And Day	Who did you travel with? (alone, with friends, mom)	What type of place did you travel to? (park, store)	When did you travel? (A.M., P.M.)	Where did you travel to? (exact location)	Why did you travel to this particular place?	How did you get there? (bus, car, walk, bike)
1. Mon.	schoolmates	school	6:00 A.M.	9th and Vermillion	Have to	bus
2. Mon.	myself	friend's home	4:30 P.M.	1536 Brooke Lane	I felt like getting out of the house	bike
3. Mon.	dad	piano teacher's home	5:00 P.M.	1446 Todd Ct.	Because I had a piano lesson	car
4. Mon.	brother	home	6:00 P.M.	2546 Thorpe Ln.	To go home	car
5. Tues.	mother	school	6:00 A.M.	9th and Vermillion	Have to	car
6. Tues.	friends	gas station	7:10 P.M.	Pleasant Street	To get food	walk
7. Tues.	family	football field	8:00 P.M.	West 10th Street	To watch a football game	car
8. Tues.	family	home	10:00 P.M.	2546 Thorpe Ln.	To go home	car

Student Resource 4
DATA ANALYSIS WORKSHEET**Group Members:**

Count the number of commercial, residential, recreational, and public locations for the group. Write the total for each type of place below. Write a sentence that describes where each type of activity tends to take place in your city. Try to describe the pattern of dots. Consider where they are located, e.g., are they along a road? Near the downtown?

Total Commercial: _____

Where do most commercial activities take place?

Total Residential: _____

Where do most residential activities take place?

Total Recreational: _____

Where do most recreational activities take place?

Total Public: _____

Where do most public activities take place?

Total each type of transportation for the group. Total the number of times each group traveled with different people or alone.

Total Car:

Total Walking:

Total Bike:

Total Bus:

Total Train:

Total Other (subway, rollerblading, etc.):

Total with Mother:

Total with Father:

Total with Other Adults:

Total with Friends:

Total Alone:

Total with Family:

Total with Siblings:

Total with Schoolmates:

Total Other:

Student Resource 5

TRAVEL JOURNAL REFLECTIONS

Summarize the information about the travel patterns presented by the groups in your class. What trends do you see in the data? What patterns do you see in the maps? How do these trends and patterns differ by gender?

What reasons might explain the differences in the ways females and males use space in your community? Look over your travel diary in the WHY column for insight into this question.

How can geographers use your data on gendered activity spaces to improve the needs of adolescents in your community? What types of places should be built for adolescents? Are they the same types of places for males and females? Where should they be located? You may wish to include a map with your essay. Use the information derived from the class travel diaries and maps to support your recommendations to the city planners.

What did you learn from keeping a travel diary and mapping your everyday travel patterns? What did you learn about the geography of your hometown? What did you learn about your own travel behavior?



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FOR GEOGRAPHIC EDUCATION

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YOUR SPACE OR MINE?

by Karen Cyr and Jennifer Tabak

*Students determine which spaces in their schools
are gendered spaces and how the characteristics
of these spaces affect their daily lives and their
identity formations.*

TITLE NO.

9

122



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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YOUR SPACE OR MINE?¹

INTRODUCTION:

Geography sensitizes us to see meaning in the arrangement of space and the relationships between people and space in the environment. Space is perhaps the most crucial concept in geography. Spaces are shaped by our roles in work and in leisure. In turn, spaces shape our societal roles and provide us with opportunities. When spaces are examined, geographers gain important insights related to *identity formation, opportunity, and equity*. This lesson introduces students to the many ways in which they may view space.

Gender is one of many significant defining elements of the human experience. Geographers consider gender in their study of the landscape. Like space, gender shapes who we are and how we express ourselves. Historically, in many cultures men and women have occupied different physical spaces. Learning about these spaces and how they differ helps geographers understand the world. Recent research is divided. Some writers have hypothesized that girls' spaces are more restricted and that these restrictions result in a limited knowledge and understanding of geographic concepts and skills. Conversely, other writers have suggested that parents perceive their daughters as more socially mature than their sons and therefore more able to negotiate public space.

In this lesson, students are acquainted with these ideas and with concepts such as *gendered space, public or private space, opportunity space* and *constraint space*. Employing an action research model, students use data to ask questions and formulate hypotheses. They determine which spaces in their school are *gendered spaces* and how the characteristics of these spaces affect their daily lives and their identity formation. Students also use their data and their analysis to make generalizations about why school spaces might be gendered, and the effects of such divisions on the school climate. Ultimately, this exercise will lead students to the point where they can undertake a planning exercise for an improved school climate.

¹ Karen Cyr, Coventry High School, Coventry, Connecticut, developed the original lesson, "Kids in the Hall" that formed the basis of this revised lesson. Jennifer Tabak, La Mesa Middle School, LaMesa, California, provided the lesson which is featured in the Extension activity. It has been revised by Rickie Sanders, Temple University, Philadelphia, Pennsylvania, with the assistance of Janice Monk, Executive Director of the Southwest Institute for Research on Women (SIROW), University of Arizona, Tucson, Arizona; and Karen Nairn, Children's Issues Centre, Otago University, Dunedin, New Zealand.

OBJECTIVES:²**Knowledge**

1. Have a deeper understanding of the concept space, and the ways in which it is socially created and expressed.
2. Identify public and private spaces, opportunity spaces and constraint spaces, and male and female spaces on the school grounds and other written and visual materials.

Skills

1. Undertake qualitative and quantitative research.
2. Ask questions and formulate hypotheses about spatial arrangements and gender.
3. Collaborate in problem solving.
4. Create a presentation.

Perspectives

1. Heighten awareness of the social construction of space.
2. Become more attentive to differences within society.

RESOURCES:

- Teacher Resource 1: JOURNAL QUESTIONS
- Student Resource 1: VOICES OF YOUTH
- Student Resource 2: DATA COLLECTION SHEET
- Student Resource 3: QUANTITATIVE DATA KEY
- Construction paper
- Old magazines
- School floor plan or map (if available)

IMPLEMENTING THE ACTIVITY:

Activity One

There are a number of ways to begin this activity. One way is to have students brainstorm and come up with a list of places they think males use more than females. Another is to give them a list of places, e.g., sports fields, bars, beauty salons, computer game arcades, supermarkets, video stores, and ask them to decide if these spaces are used mostly by males or females.

Still another way is to begin by passing out voice cards to designated students around the room (Student Resource 1). Explain that the voices are those of real teenagers

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

describing their neighborhoods.³ The students with the cards will take turns reading the voices out loud to the rest of the class. The rest of the class write down in their notebooks whether the *voice* is male or female. When all the cards have been read, have students take turns explaining why they thought the voice was male or female.

Write the explanations on the chalkboard. Some possible responses include:

- Tone
- *Places described*
- Words used
- Parental restrictions

Underline places described and explain the concepts of *gender* and *gendered spaces*.

Gendered space – an area that is used primarily by either girls or boys (but not both). Activities in this space are usually related to the gender roles of the people that occupy the area.

In the remaining time or for homework, have students demonstrate their understanding of the concepts by constructing magazine collages of *gendered spaces*. Introduce the idea of *public* and *private* space by writing the words *public space* and *private space* on the chalkboard. Give students one 8 1/2" x 11" construction paper to create a collage cut out of current magazines. Assign half the class the topic *public space* and the other half *private space*. Tell students they will have 25 minutes to create this visual representation. When complete, ask students to write their definition of *public space* and *private space*. Use turn taking via the chip method to record answers from students.⁴ Initiate a classroom discussion to formulate a working definition and make the connection with gendered spaces. This discussion can begin by asking questions such as: *What are some common things you see in the list of responses? What makes a space private or public? Are these spaces gender neutral? Why or why not?* It is important that you discuss with students examples that do not fit into neat categories, and speculate on which spaces are perceived to be more gendered than others and why.

Discuss how society is organized and how social organization is strongly shaped by the use of space. Engage students in a discussion of how some spaces are restricted to people because of certain characteristics they possess. Ask students to brainstorm as a class about places to which they cannot or do not go because of certain characteristics, such as age, class, race, and gender.

³ These descriptions were gathered by Pamela Wridt, Ph.D. student at City University of New York, Department of Environmental Psychology, Graduate Center. These data were obtained from a pilot study with middle school students in Austin, Texas in 1996 to examine how adolescents negotiated social hazards in their neighborhood.

⁴ The chip method is a method of ensuring that one or a handful of students do not dominate class discussions. The teacher passes out one chip to each student. In order to speak, the student must turn the chip over to the teacher. All chips must be used before students can speak freely.

Explain that in many civilizations and societies, public spaces were mostly male spaces and private spaces were mostly female spaces. You might cite ancient Greece or mid-nineteenth century America as examples. Ask students if they can recognize *gendered spaces* in their school. List responses on the board. Discuss whether or not public spaces are indeed *male spaces* and private spaces, *female spaces*. Each day, choose a journal question from Teacher Resource 1 for homework or in-class writing.

Activity Two

Explain to students that they will behave as geographers conducting a study to examine the gendered spaces in their school during times of the day spent out of classroom. Ask the students why they believe this type of study could be valuable and who might be interested in their results.

Give students copies of the school map if available. If not, they can make their own. Using different colors for *female spaces* and *male spaces*, they should complete each area of the map. You may wish to give some guidelines for completing a map about gendered spaces at the school, e.g., counting female or male students in particular areas of the school during leisure times, have students name which spaces are female or male around the school, or have students count them to check their hunches or hypotheses. Discussion should focus on the following question:

- *What do your maps tell you about female and male spaces at our school?*

Introduce the idea of *opportunity space* and *constraint space*. For example, different spaces afford individuals with opportunities or constraints depending upon their gender, age, physical capabilities, and free time. Explain the importance of recognizing that the use of space varies with time of day (*time utility*). As an additional activity, assign each pair of students to be responsible for investigating one area of the school at three different times during the day (see examples below).

Time Periods

Before homeroom

Break

Activity period

Areas of the school

Hallways and bulletin boards

Cafeteria

Band room

Art room

Classrooms

Computer lab

Gym

Playground

Other _____

The teacher can assign the area or the students may select an area. This task tends to be most effective if students select an area of the school building that is not traditionally their *turf*. An additional pair (or pairs) may choose to collect data at an after-school activity during the week. Each pair should receive one copy of the data collection and instruction sheet for each time period studied (see Student Resources 2 and 3).

Discuss with the students that research can use different but complementary methods. Quantitative methods allow us to identify broad patterns and how common they are. Qualitative methods allow us to explore the meaning behind numerical data. Each pair should prepare a five-minute oral report describing the findings and using visuals such as overhead map overlays and interviews.

In the oral report, students should respond to the questions below, speculate on the effect of these spaces on students' lives, socially, physically, and academically, and brainstorm how these spaces shape the identities of the persons who occupy them.

- *Are there gendered spaces in your school?*
- *Where are they?*
- *Why do they exist?*
- *What do they offer to the persons who occupy them?*
- *Are the gendered spaces equitable? Discuss opportunities and constraints.*

You may need to explore the concept of equitable, e.g., to discuss if a group is advantaged or disadvantaged by the gender differences.

EVALUATING THE ACTIVITY:

Students will work in groups of four to prepare and present a list of recommendations for creating a more equitable organization and use of space in their school, and to consider how this might improve the school's climate for all students. These recommendations should be based on the class research, and students should be given an opportunity to submit their ideas to the school's physical planning committee.

EXTENSION ACTIVITIES:

- For younger students in particular, this lesson is a great way to introduce an entire unit of study of civilizations of such regions as ancient Greece, the Middle East or Southwest Asia, China, Africa, India, or Middle and South America. Students can watch any popular Disney video, for example, and discuss how space has been organized in other cultures. While watching the video, students should keep track of how space was gendered in that society during that time. For example, in social gatherings women were often confined to the kitchen and men to the parlor.
- Students may be asked to find out about women whose stories are not so well known. The following resources offer excellent examples of women from ancient history.

Achterberg, Jeanne. 1990. *Woman as Healer*. Boston: Shambhala.

Hazell, Rebecca. 1996. *Heroines: Great Women through the Ages*. New York: Abbeville Press Publishers.

Monaghan, Patricia. 1981. *The Book of Goddesses and Heroines*. New York: E. P. Dutton.

Have students speculate on questions such as: *What would happen if women crossed the invisible boundaries to be part of men's space? What would they have to do?*

- For students in higher grades, conduct the activity as presented except have them complete a town-wide study of social areas including parks, malls, arcades, and restaurants.

Teacher Resource 1
JOURNAL QUESTIONS

1. What spaces are restricted in your house because of age or gender? Why do you think so?
2. What spaces are *private* in your house? Why?
3. What spaces are *public* in your house? Why?
4. What areas in your school do you think are restricted because of age or gender? Why?
5. Would you want to live in ancient times as a female or male? Why?
6. How does it make you feel to see the division of space for boys and girls in our school?
7. What positive thing(s) could you do to help resolve issues of gendered space in our school?

Student Resource 1
VOICES OF YOUTH**VOICE CARD 1**

There's a lot of people, cars, houses, and animals. I like the dump trucks. Sometimes I go to the park across the street to play basketball ... I don't really spend much time outside ... I like to watch TV. I love watching TV.

VOICE CARD 2

My neighborhood is nice; it's got nice people. The grass is cut in the yards ... There's nothing bad ... I mean the homes are clean. I don't go outside much because when I get home, it's dark. Sometimes, I go to my friend's house. I like to walk around the park... but I don't go on the other side of the park because you have to cross the street to get there. My mom doesn't want me to cross the street; there's no stop signs. It's dangerous. People rush by. Don't stop ... I don't really know anyone over on that side of the park.

VOICE CARD 3

My neighborhood is boring. There's no one really outside. They're scared of gang members by our house, so they stay inside because of the gang members. Some kids hang out at the school because they feel safe, because the teachers are outside.

VOICE CARD 4

I go where I can so I can see everything. Gangs don't want me to go by them but I still go because I have to go through there to get where we're going. So even though there's danger, I go straight through.

VOICE CARD 5

I like to go to my friend's house, school, but mostly the room in my house. My neighborhood has a lot of little kids. It's pretty clean, pretty decent houses. I can walk in my neighborhood, but I don't like crossing the street because I'm scared of cars, scared of the road. Sometimes, I go to the movie theater... but not alone because gangs hang out at the railroad tracks. I try to avoid the gangs but that means that I have to go 7 miles the other way.

VOICE CARD 6

I go everywhere ... It's a free country; gangs don't change the way I go

Student Resource 2
DATA COLLECTION SHEET

Research Pair:

Area of Study:

Time of Day:

Number of male students in the area:

Number of female students in the area:

Number of male teachers in the area:

Number of female teachers in the area:

INTERVIEWS

Gender: M F (*circle one*)

Grade:

Age:

Time of day:

Area of school:

Suggested Questions:

Where is your favorite hangout at school? Why?

Describe the physical features of this place?

What do you do there?

Approximately how much time do you spend there during the day?

Student Resource 3**QUANTITATIVE DATA KEY**

Directions: Shade in the areas of the map that you were assigned to study according to the following key. You will have to convert your raw data into percentages in order to complete this activity.

GIRLS/WOMEN

Black		100% female
Black		more than 75% female
Black		more than 50% female

BOYS/MEN

Red		100% male
Red		more than 75% male
Red		more than 50% male

EQUAL

Clear		50% boys / 50% girls
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FINDING A WAY

A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

FUNDED BY THE NATIONAL SCIENCE FOUNDATION

HOME FOR DINNER

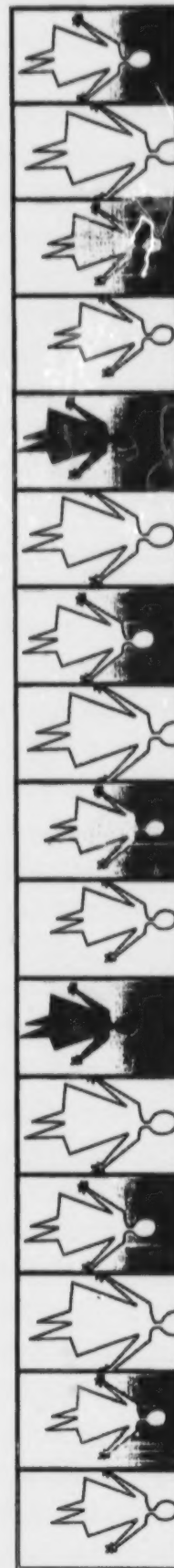
by Materials Development Team

*Exploring the variety of ways in which forest
resources are used in Kenya, Brazil and Indonesia
and the implications of this use on the local and
global environment*

TITLE NO.

10

135



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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HOME FOR DINNER¹

INTRODUCTION:

Deforestation, particularly tropical deforestation, has become an important concern in the last decade. Deforestation refers to the clearing and destruction of forests to make way for settlement and to exploit new economic opportunities. In this lesson, students explore the variety of ways in which forest resources are used in Kenya, Brazil, and Indonesia, as well as the implications of this use for the local and global environment. The information for this topic is imparted through student inquiry, exploring, and sharing guided by the teacher.

This lesson uses written narratives and suggests the use of film or video to convey information about the topic of deforestation. For additional background information on the deforestation, consult the following articles in the *National Geographic* magazine. *New Sensors Eye the Rain Forest*, September 1993, 118-130; *Maya Heartland under Siege*, November 1992, 94-107; *India's Wildlife Dilemma*, May 1992, 2-29; *Will We Save Our Own?* September 1990, 106-136; "From the President" *Annapurna: Sanctuary for the Himalayas*, September 1989, 391-405; *Are the Swiss Forests in Peril?* May 1989, 637-651; *Rondonia: Brazil's Imperiled Rain Forest*, December 1988, 772-799; *Heavy Hands on the Land*, November 1988, 633-651; and *Nature's Dwindling Treasures*, January 1983, 2-47.

OBJECTIVES:²

Knowledge

1. Compare human use of forest resources in different environments.
2. Explain the implications of deforestation in selected areas.
3. Show the connections between the natural environment, population dynamics, and deforestation.
4. Explore the connections between local forest depletion and the global environment.
5. Write a diary outlining a student's own personal use of forest resources and the origin of those resources.

RESOURCES:

- Student Resources 1-6 (one set per team)
- Student Resource 1: KENYA# 1: PATIENCE SABA
- Student Resource 2: KENYA #2: MUTISYA
- Student Resource 3: BRAZIL #1: JOSE BARRIAGA
- Student Resource 4: BRAZIL #2: ENA, A KAYAPO MEDICINE WOMAN
- Student Resource 5: INDONESIA# 1: SIDIK MANTRA

¹ This lesson was originally developed by a materials development team consisting of professional geographers and educators.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

- Student Resource 6: INDONESIA #2: SULA TOLI
- Teacher Resource 1: TEACHER QUESTION PAGE
- 3"x5" index cards
- Color markers
- One atlas for each team

IMPLEMENTING THE ACTIVITY:

As students enter the classroom, either randomly or selectively assign them to one of six groups. If you select the groups, care should be taken to balance the groups in terms of gender, race, as well as ability. One suggestion is to write the name of each student on a 3"x5" index card using different colors; the color corresponds to each group. Distribute the cards to the students as they enter the classroom. Give them a few moments to get into groups.

Tell the teams that they will be following a person in a different country through an average day in his or her life. The persons are Patience Saba, Mutisya, Jose Barriaga, Ena, a Kayapo Medicine Woman, Sidik Mantra, and Sula Toli.

1. Each team should have access to at least one atlas and a data sheet. Also distribute a daily schedule (Student Resources 1-6) for each character. Within each group, have the students select a leader to keep the group focused on the task and a recorder.
2. Once the preliminary organizational tasks are completed, tell the students that each character does something that uses or is connected to the use of forest resources. Each team will follow one person as they carry out their daily activities. The people featured are from Kenya, Brazil, and Indonesia.
3. Explain that you (the teacher) will announce the time of day, and one person from each group will read aloud the activities of his or her character at that time of day. Conduct a practice round, announce 6:00 A.M. and allow each group to introduce the person they represent. Proceed as described, calling on each group in any order.
4. After a student from each group has read the activities for 8:00 A.M., ask the question on the Teacher Question Page (Teacher Resource 1) listed under 8:00 A.M. Each group should work as a team to respond to the task or question. The group leader should indicate when the group is prepared to respond. The recorder from each group should relate the information to the rest of the class. Encourage students to use a map when appropriate. You can decide the order of the team responses.
5. Proceed as described for the five additional times on the schedule. Note that there are two questions at 10:00 A.M., one question for each team from each country.
6. After the 6:00 P.M. task has been completed, use the remaining questions to engage the class in a group discussion.

Drawing Conclusions

Have students, in their groups or as a class, make a schedule of their own activities in one day, highlighting the times, places, and occasions during which they use forest resources. When possible, they should indicate the origin of the forest resource. After

the schedule is complete, students should analyze their use of forest resources taking into account local and global connections. Continue to discuss some of the global and local implications of forest resource use.

EVALUATING THE ACTIVITY:

You can observe and assess participation in team tasks and in class discussion. In addition, you should observe and assess the students' successful completion of the personal forest use schedule.

EXTENSION ACTIVITIES:

- Show a video on deforestation or global connections. Suggested programs include:

The Naked Earth. 1986, 25 minutes. Available for free loan from the African Development Foundation, Public Affairs Office, 1625 Massachusetts Ave. N.W., Suite 600, Washington, D.C. 20036. (202) 673-3916.

Deforestation in Kenya and the efforts of the Green Belt movement³, a national tree-planting program. Locally made film with poor sound quality, but excellent information in a genuine presentation.

Only One Earth: Road to Ruin. 1987, 53 minutes. Purchase for approximately \$130 from Social Studies School Service, (800) 421-4246. Available for rental from the Population Reference Bureau, Washington, D.C.

A three-part program; the second part explores the destruction of the rainforest in Mexico. Excellent presentation of the history, economy, and culture of the area aids the viewer in understanding the complex nature of problems and solutions.

Spaceship Earth: Our Global Environment. 1990, 25 minutes. Purchase for approximately \$40 from Social Studies School Service (see above).

One section of the video illustrates deforestation, showing connections between activities in different parts of the world. An excellent, engaging presentation, narrated by young people.

- Have students research, detail, and critique some of the solutions that are being proposed to combat global deforestation.
- Encourage students to prepare detailed reports on specific deforestation issues.

³ The Green Belt Movement refers to the idea of women planting trees in Kenya that developed into a broad-based, grassroots organization designed to conserve the environment and improve women's quality of life. By the end of 1993, the women reported that they had planted more than 20 million trees on their farms and on school and church compounds. For more information visit <http://www.africanews.org>.

Teacher Resource 1**TEACHER QUESTION PAGE**

6:00 A.M.:	Introduction of characters
8:00 A.M.:	Tell the class about the absolute and relative location of the home of the character you represent.
10:00 A.M. #1:	Explain the climate and vegetation of the region.
10:00 A.M. #2:	Tell the class about the population in the region. Include information about absolute size, family size, growth, and distribution.
12:00 NOON:	Make a statement about the purpose behind your character's use of forest resources.
2:00 P.M.:	Make a statement about the way the natural environment or the population influences the way forest resources are used.
4:00 P.M.:	List and explain at least two effects of your character's use of forest resources.
6:00 P.M.:	Describe how your character's use of forest resources may affect the natural system of which the forest is a part (e.g., the watershed, the grassland environment, etc.).

As a class:

- a. What are people doing to address problems related to the environmental effects or consequences of using forest resources? Which problems are they addressing? Are there any differences between the actions of men and women towards solving the environmental problems? If so, what might create these differences?
- b. Discuss the similarities and differences in the use of forest resources in these three countries and the implications of such use.
- c. Discuss how people's perceptions of forest resources may be different either within or between places and give examples.
- d. What are some of the global implications of local forest depletion?

Student Resource 1**KENYA #1: PATIENCE SABA**

6:00 A.M.: Patience Saba, who lives near Nakuru in Kenya, wakes up around 6:00 a.m. and starts the morning fire. She uses the last bit of wood and realizes that she must collect more, so she will be able to cook the evening meal for the family.

8:00 A.M.: About 8:00 A.M., after feeding the children and sending them off to school, Patience sets off with her oldest daughter to collect wood. Her daughter is forced to miss school in order to help.

10:00 A.M.: By 10 A.M. Patience, her daughter, and some other women from the village have reached an area with a few trees. They have walked nearly 7 miles. They talk about how so many more people live in and around the village now than a few years ago. The wooded areas that used to surround their village have been completely depleted of trees.

12:00 NOON: At noon, the women have collected enough wood for about two days. They begin their trip home.

2:00 P.M.: After returning home, Patience and her daughter go out to the family's field to tend to the crops. Patience worries about the crops this year. The soil is not good, and the land produces less food each year.

4:00 P.M.: At 4 P.M., Patience and her daughter finish working in the field. They now walk over to the village well to get water for the evening meal. On the way, they meet a woman who tells them about a group of women who will help plant trees around the village. She says that it is called the *Green Belt Movement*. Patience is very interested. She spends so much time collecting wood for fuel. This program might be helpful.

6:00 P.M.: At 6:00 P.M., the family sits down for the evening meal. Patience tells her children about the *Green Belt Movement*. This movement is organized by a group of women who help people plant trees around their village, school, or other public areas. Patience is excited because trees in the area would reduce the time she spends collecting wood. It would also reduce erosion and improve the quality of the soil in the fields where the crops are grown. It would make her life so much better.

Student Resource 2**KENYA #2: MUTISYA**

6:00 A.M.: Mutisya, who lives near the Machakos district in Kenya, wakes up around 6:00 a.m. He doesn't look forward to getting up and cutting down trees, but unlike most of his friends, he has a job. Also, he does get to spend some time in the city.

8:00 A.M.: By 8:00 A.M., Mutisya has set off for work. The trees in this area are a resource for making charcoal. He looks around and is saddened. He doesn't see any more Muki trees, one of the best for making charcoal. He cut down the last one yesterday. He looks for other kinds of trees.

10:00 A.M.: When Mutisya takes a break around 10:00 A.M., he talks with some of the other wood cutters about the pressures in their lives. It is hard to find enough trees to cut. The government is encouraging people to use other types of fuel, such as kerosene, but he knows that most people cannot afford it.

12:00 NOON: At 12:00 noon, Mutisya has cut down several trees. His friend comes with a cart and they load up the wood. As they travel to the charcoal production site, they decide how much they will try to get for the wood.

2:00 P.M.: After selling his trees, Mutisya purchases some charcoal to sell to some of the people in the small town near his home. He hopes to earn enough to take some fruit to his mother.

4:00 P.M.: By 4 P.M., Mutisya has sold most of his charcoal and purchased fruit for his mother. On his way home, he stops to talk with his father, who is tending his cattle in the pasture.

6:00 P.M.: At 6 P.M., Mutisya sits down to dinner with his parents and his five brothers and sisters. He tells them what he has heard about the government trying to stop people from using fuelwood. He is worried about his job. His mother is worried about having fuel to cook good food for her family.

Student Resource 3**BRAZIL #1: JOSE BARRIAGA**

6:00 A.M.: Jose Barriaga, wakes up at 6:00 A.M. on his large cattle ranch in the state of Para, Brazil. As he stretches by the window, he looks out over the miles and miles of pastureland.

8:00 A.M.: At 8:00 A.M., Jose is still in a meeting with his foreman. They argue over which area of forest to burn to create new pastureland. His foreman is concerned because the government has started a program to limit burning. They could be heavily fined for illegal burning.

10:00 A.M.: But Jose is persistent. At 10:00 A.M., he is supervising the burning of several hundred acres of rainforest. The risk is worth it. Sale of his cattle to fast-food restaurant franchises brings in a lot of money.

12:00 NOON: At noon, Jose returns to his house, where he joins his wife and three children for a midday meal. The children tell him about the stories they hear about protests against cattle ranchers. They ask their father why so many people are against their way of life.

2:00 P.M.: As Jose settles down for his siesta around 2:00 P.M., he reads a newspaper that came in the weekly mail. Ranchers have been blamed for terrorizing rubber tappers who are trying to protect the Amazon rainforest. He is glad that he is taking no part in the terrorism, but fears for his land and his family.

4:00 P.M.: Jose and his foreman survey the land at 4:00 P.M. The foreman is expressing concern about the land. The soil on some parts of the ranch has eroded, and the plants are less plentiful. It also seems like it does not rain as often as it used to in the past. Jose assures him that the land can continue to support many cattle.

6:00 P.M.: At 6:00 P.M., Jose returns to his ranch to eat dinner with his family. After dinner, he reads more of his newspaper. He throws it down in disgust after reading an article blaming the ranchers for yet another environmental problem. The rich people in Europe are saying that burning the forests releases carbon dioxide into the atmosphere causing global warming. He thinks, what do they know?

Student Resource 4**BRAZIL #2: ENA, A KAYAPO MEDICINE WOMAN**

6:00 A.M.: Ena is a Kayapo Indian medicine woman living in the Amazon jungle. She wakes as she does everyday to the glorious sounds of the birds and other animals that inhabit the rainforest.

8:00 A.M.: By 8:00 A.M., Ena has breakfasted on fruits and nuts harvested from the trees surrounding her settlement. She hurries to a plot of land where she nurtures and harvests plants that are useful in treating illnesses. Her job is important because the influx of foreigners has increased the incidence of illness in her settlement.

10:00 A.M.: At 10:00 A.M., Ena sits with a group of tribal elders. They argue about the foreigners that have invaded and destroyed some of the land south of their settlement. Other tribes have sent representatives to talk with the white men.

12:00 NOON: As Ena bathes in the river with the other women after the midday meal, they discuss their settlement and prospects for the future. They have lived on this land for nearly seven years, and they know that it will soon be time to move on and harvest another area.

2:00 P.M.: At 2:00 P.M., Ena and her friends are exploring the area for a new settlement site. They come across an area that has been spoiled by newcomers. Newcomers obviously did not know how to take care of the land. The soil is totally useless now.

4:00 P.M.: When Ena and her friends return to their settlement at 4:00 P.M., they give the young women another lesson in maintaining the quality of the forest. If the forest is taken care of, it can be lived in forever. But they warn the young women about the newcomers who do not understand the forest. They do not take care of the forest; they use the land too fast; and then they move on to destroy other parts of the forest.

6:00 P.M.: At the evening meal, the Kayapo express concern about being able to maintain their way of life. They are being threatened by new settlers who have come from the big city, the cattle ranchers who burn more and more land, and the men who come with big machines to cut down the best trees.

Student Resource 5**INDONESIA #1: SIDIK MANTRA**

6:00 A.M.: Sidik Mantra wakes up every morning at 6:00 A.M. to the bustling city sounds of Jakarta, Indonesia. He smiles as he thinks about how his life has changed since he got a job with the timber and rubber export company.

8:00 A.M.: At 8:00 A.M., Sidik is walking to his job as an accountant. His children are on their way to private school, and his wife is home in their modern two-bedroom apartment.

10:00 A.M.: Sidik and his co-workers sit in a meeting at 10:00 A.M. The bosses are discussing the future of the timber and rubber industries. Indonesia has banned the practice of clear-cutting forests. This could cut into the company's profits.

12:00 NOON: At lunch, Sidik and his friends continue to discuss their future. Their company provides many jobs for people in both rural and urban areas. They buy rubber from the workers on the east coast, support rattan furniture-makers, and support timber cutting on all of the islands.

2:00 P.M.: Sidik struggles over his spreadsheets at 2:00 P.M. He has to accomplish an impossible task. The new laws require businesses to include assessment of the environmental impact of each project. They also have to pay for reforestation of areas that have been cut.

4:00 P.M.: A call from an American customer around 4:00 P.M. ruins his day. He has another accounting error to fix, but at least the customer was happy with his \$1 million purchase of forest products from Indonesia.

6:00 P.M.: Sidik's children regale him with tales of their school day at dinner. After their meal, the family visits relatives in a nearby neighborhood.

Student Resource 6**INDONESIA #2: SULA TOLI**

6:00 A.M.: Sula Toli moved with her husband and young son to the island of Borneo a few years ago. Her husband died of an infectious disease last year. At 6:00 A.M., she wakes up her young son.

8:00 A.M.: After their sparse morning meal, she and her son go out to tend to their plot of land in the rainforest on the Kayan River. It is about 8:00 A.M.

10:00 A.M.: Sula is worried about their harvest. This is the third year that they have planted on this plot of land, but this year the crops are not growing as they should. She has heard people say that the soil is no longer fertile.

12:00 NOON: At noon, she shares a meal with her neighbor. She is told about how the slash-and-burn farming method that she has used is sometimes bad for the land. The neighbor says that the government will send out an expert to help them use the proper farming method.

2:00 P.M.: Sula is angry. When the government promised them a free plot of land if they would move out of the crowded city, they didn't tell them how hard life would be.

4:00 P.M.: At 4:00 P.M. Sula forages through the forest looking for nuts and berries to eat for dinner. She notices that as the supply of nuts and berries decreases, the animals that once inhabited the area have also disappeared.

6:00 P.M.: Sula and her son share another sparse meal at 6:00 P.M. After Sula tucks her son into bed, she ponders her fate. Will her plot produce a good harvest, or will she and her son soon be forced to move to another part of the forest?

FINDING A WAY

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UNSUSPECTING VICTIM

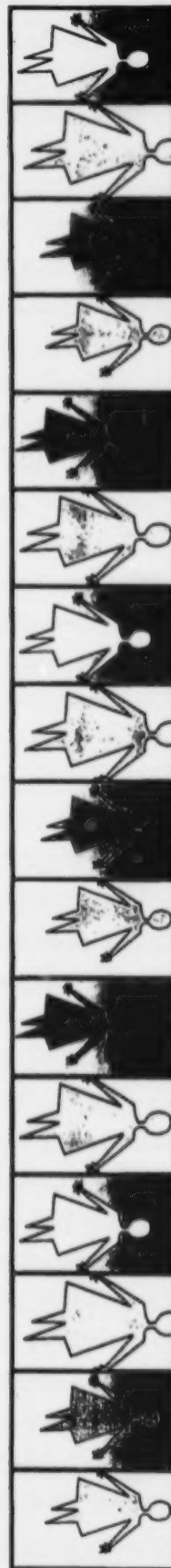
by Materials Development Team

*Examining the effects of human alterations
of watershed in the Himalayas on people in
the low-lying areas of Bangladesh*

TITLE NO.

11

147



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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UNSUSPECTING VICTIM?¹

INTRODUCTION:

The implications of human-environment interaction in a watershed can be devastating to the local, national, and global environments. In this lesson, students will examine the effects of human alterations of a watershed in the Himalayas on people living in the low-lying areas of Bangladesh.

Bangladesh is a densely populated country, with most of its inhabitants living in low-lying areas near rivers or the Bay of Bengal. The monsoon has always brought a flood season to the country, but increasingly floods have become more intense and caused more damage. Population growth has led to an increase in land cleared for agriculture and in some cases to the destruction of the watershed, contributing to yet more damaging floods in the region. Many Bangladeshis must also live in more precarious environments because of the shortage of land. All these factors contribute to significant human loss and material damage during each flood.

This lesson is designed to give students a taste of how collaboration works in the real world. For example, political leaders rely upon experts to provide them with reliable information. They use this information to present their positions to particular audiences such as legislators, constituents, or school children. They call upon cartographers and graphic artists to prepare relevant maps and graphs. If the information is incorrect, hard to understand, or offensive to the audience, the message is ineffective. In these activities, students will assume roles as Bangladeshi government officials and collaborate to prepare a speech trying to convince either Western nations or nations in the Himalayan watershed to work with them to address their flooding problem. Students should understand the concept of watershed and the basic principles of map construction before undertaking the activity.

OBJECTIVES:²

Knowledge

1. Develop a series of geographic questions after listening to information about a region.
2. Use geographic information and data to predict solutions for problems affecting watersheds.

Skills

1. Construct a map of the Ganges and Brahmaputra watershed region.
2. Use writing and public speaking skills to persuade an audience.

¹ This lesson was originally developed by a materials development team consisting of professional geographers and educators.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society

Perspectives

1. Use a map to explain how human activities in one part of the Ganges River system affect people in another part of the watershed.

RESOURCES:

- Large sheets of blank paper
- Blank overhead transparencies
- Atlases
- Colored pencils or colored markers
- Transparency pens
- Student Resource 1: BANGLADESH: FLOOD WATCH
- Student Resource 2: HUMAN-INDUCED FLOODS
- Student Resource 3: PRESENTATION SKILLS
- Teacher Resource 1: GUIDED IMAGERY

IMPLEMENTING THE ACTIVITY:

Activity One: Guided Imagery of a Scene in Bangladesh

Prior to completing the guided imagery reading, be certain the students are aware of the location of Bangladesh. Direct the students to close their eyes, relax, and picture themselves in what you will be describing to them. Read the guided imagery slowly, pausing for emphasis (Teacher Resource 1).

After students have heard the description of the scene, have them continue to imagine themselves in the situation described in the reading. Direct the students to write a short essay in which they reflect on the reading by describing their feelings, reactions, and actions in the next few hours following the scene described.

Select students to read their writing to the class. Be certain to call on a broad selection of students in terms of gender, race, and ethnicity. This will allow the class to hear a variety of *voices*. Have the class try to identify differences in the various interpretations.

Next ask students to imagine that they are geographers at the scene described in the guided imagery. Ask the class to divide into groups of three students to brainstorm answers for the following question. "What kind of information would a geographer want to know about the situation?" Each group should keep their own list. If students need some direction, tell them that some of the questions that geographers might ask are:

- *What is happening in this place?*
- *Why has it happened here?*
- *What will happen here?*
- *Is it possible for what is happening in this place to happen in other places?*
- *Have humans done anything to change this place?*
- *What physical characteristics of this place contribute to what has happened or is happening?*

Activity Two: Encouraging Collaboration to Reduce Flooding

When students have completed their list of questions direct them to complete the following activity. Each group is to create a five-to-seven minute presentation in which they persuade other nations that share the Ganges and Brahmaputra watershed or Western nations to work with them (the citizens of Bangladesh) to solve the problem of flooding that has been devastating their nation. The flooding has been getting worse and occurring more often.

Within each group, students should take on roles. Two students will become experts on the problem and the other member(s) of the group will present the speech to development and environmental organizations from Western nations or to leaders of nations which share the Ganges watershed. The first expert is responsible for reading Student Resource 1: Bangladesh: Flood Watch. The second expert is responsible for reading Student Resource 2: Human-Induced Floods. The remaining student(s) is responsible for reading Student Resource 3: Presentation Skills. This task can be either a class work activity or a homework assignment. The role of the teacher is to monitor the progress of each group and encourage all students to contribute to the group's work.

In making their oral presentation each group is required to include a map. This requirement offers a good opportunity for the teacher to underscore the value of using visual material in an oral presentation by explaining that visuals engage the audience in the content. If the groups consist of three students, require that each student be involved in speaking. Encourage groups to use other resources in the classroom or library to supplement the content in the *student resource* reading selections. Remind students that they should practice their presentations before speaking in front of the class.

When organizing the sequence of presentations, alternate the groups so that students hear one designed for a Western audience, then one for a nation that shares the Ganges watershed.

For a closing activity, discuss the strategies presented by the students to solve the flood problems mentioned in the reading selections. Briefly consider the strengths and weaknesses of viable strategies from the points of view of all parties involved--Bangladesh, India, Bhutan, Nepal, China, and Western nations. Create a chart that can be projected on the overhead and have students consider the costs and benefits of the various plans. During the discussion period make an effort to call on a different student each time so that all students have the opportunity to contribute their thoughts and opinions. After all students have had the opportunity to speak, individuals can speak again. Or have the students remain in groups and give each group the opportunity to contribute to the discussion. After all groups have contributed to the discussion, open up the discussion to the individuals in the class.

EVALUATING THE ACTIVITY:

Prior to the presentations, explain to students the criteria (effectiveness of the presentation, the accuracy of the information in the presentation and on the map, the

clarity of the map, and the inclusion of appropriate map components) upon which they will be evaluated. Include in the teacher's written evaluation strengths, weaknesses, and suggestions for improvement. Remind the students that they will be graded as a group. After all of the groups have presented, conduct a class discussion in which the students critique one another's work. Encourage constructive and positive comments. Consider including the students' comments in your evaluation of their work.

EXTENSION ACTIVITIES:

- Have the students prepare responses from Western nations and from India, Bhutan, Nepal, and China.
- Have students conduct research on other watershed regions, particularly those that span political boundaries.

Teacher Resource 1**GUIDED IMAGERY: A SCENE IN BANGLADESH**

Close your eyes and imagine that you are in Bangladesh. You have just eaten a lunch of fish and rice, a typical meal in your country where most of the people live on or near water, either on the Bay of Bengal or on one of the rivers that feed into it. You work in your rice paddy, which is within walking distance from your home. As you wade through the paddy depositing rice plants in the soil, you sing along with your brother who is working on the opposite side of the paddy. Occasionally, as you look through the cluster of trees that surrounds your house, you see your mother doing chores in the family compound. You look upon your house with pride. It has been rebuilt since the last flood. Strong bamboo trunks support the mud walls and thatched roof.

As you slosh up and down through the flooded rice field, you are startled to hear a piercing siren in the distance. You relax. The last time you heard the siren it was a false alarm; no great storm came, but you remember the last flood that destroyed your house. Your mother said that it was the worst in history. Many of your neighbors died either as a result of getting swept away in the turbulent waters or from malnutrition or disease after the crops and food supplies were destroyed.

After hearing the piercing siren again, you decide that you had better go and investigate. As you step out of the paddy, you see your neighbor running toward you. He has heard the report from the village radio: "The rivers are flooding again."

Open your eyes. Think about where you were left in this image. Write a paragraph describing your thoughts and actions in the next few hours.

Student Resource 1**"BANGLADESH: FLOOD WATCH"**

By Haron Habib in *Third World Week*, July 21, 1989, pages 59-60.

(Mr. Habib works for the Bangladeshi national news agency in Dhaka.)

DHAKA - As monsoon clouds thicken overhead, nearly 100,000 Bangladeshis are feverishly working on government construction projects to try to avert a recurrence of last year's devastating floods.

For the last two months, thousands of laborers have worked day and night constructing embankments around this capital city of six million people. Soldiers are assisting the workers, using sandbags to divert streams running into the capital.

An 11-mile dike has been built north of here to protect the airport that was closed for a week by last year's floods, hampering international relief efforts.

Flood kills thousands

The 1988 flood submerged over half the country, destroyed U.S.\$2 billion worth of property and killed 2,250 people, according to the government of Lieut. Gen. Hossain Mohammed Ershad.

Critics of the government say that this total does not include deaths from starvation attributable to the flooding and that the true figure is closer to 5,000.

Last year's flood is considered the worst in the 18-year history of Bangladesh as an independent nation, but deadly floods occur almost every year. According to a recent survey, the country, which used to be called East Pakistan, has had 32 floods in the last 35 years, causing a total of more than \$33 billion in damage.

Almost all the floods were caused by rains in the Himalayan mountain areas of India and Nepal rather than within Bangladesh itself. These rains swelled the rivers that

cut across Bangladesh and empty into the Bay of Bengal in the Indian Ocean.

A look at a topographical map will explain Bangladesh's predicament. The country lies on a low plain only some 500 miles wide between the large central plateau of India to the west and the Arakan Yoma mountain range of Myanmar (formerly Burma) to the east.

To the north are the Himalayan mountains, only some 300 miles from the Bay of Bengal at their closest point and stretching more than 1,000 miles from west to east.

Most of the rain that falls on these mountains eventually flows through Bangladesh in one of two major rivers, the Ganges and the Brahmaputra.

The 1,560-mile Ganges flows east across northern India, draining the northern part of the Indian plateau as well as the southern half of the Himalayan mountains. The 1,800-mile Brahmaputra (which goes by other names in its upper reaches) begins north of the Himalayas in Tibet. It parallels the Ganges for much of its course but extends farther eastward. After rounding the eastern end of the Himalayas, it flows west and south to join the Ganges less than 50 miles from Dhaka and some 100 miles from the sea.

The Ganges and the Brahmaputra together drain an area of more than 1.5 million square miles, 27 times the area of Bangladesh.

So it is clear that Bangladesh cannot solve its flood problems by itself. After last year's flood, President Ershad visited India, Nepal, Bhutan, and China (which

controls Tibet) and signed bilateral agreements on flood-control projects.

India, however, has balked at Ershad's proposed regional approach to flood control. A team of Indian and Bangladeshi experts is working on bilateral solutions to the flood problem.

Independent experts say Bangladesh won't be able to solve its flood problems without India's participation in a regional solution. Opposition parties in Bangladesh have called on the government to bring the matter up in an international forum such as the United Nations.

Meanwhile, Western nations are working on flood-control projects in Bangladesh. Experts from Britain, Canada, China, France, the Netherlands, and the United States, as well as international agencies, are participating.

A French team completed a six-month study in May and submitted its findings to Ershad. Its report said half of Bangladesh could be protected through a plan that would cost between \$5 and \$10 billion over the next 10 to 15 years.

The French have donated 25 million francs (U.S.\$3.85 million) to aid the country's current flood-control projects.

The Bangladeshi government is spending nearly \$7 million in the current effort to protect the capital including \$2.7 million to contain the nearby Turag River that often floods an industrial area along its banks.

The rest of the \$7 million is being spent to build embankments around the city, re-excavate 13 flood-control canals, clear major storm drains and raise the level of important roads and rail lines.

The capital's anti-flood program is part of a nationwide \$6.25 billion plan that calls for helipads, flood shelter, and widely distributed emergency food stocks, in addition to the construction of dikes and dredging of silted rivers.

Dhaka residents aren't putting all their trust in the government, however. Since last year's flood, boat builders from around the country have flocked to the city to meet the demand for small boats, whose prices have jumped from \$20 to \$50.

Student Resource 2**HUMAN-INDUCED FLOODS⁴**

The 1988 flood was reminiscent of the great flood of Noah's time. Eighty percent of the total land area of Bangladesh, including the city of Dhaka, was submerged. Experts believe that this flood, unlike the flood of 1987, was induced by human activity. Under the pressure of population growth, deforestation in the Himalayas caused rains and the melting snow on the mountains to create a gigantic flow that rushed down unabated, causing a flood. Bangladesh suffered nearly \$1 billion worth of damage, 25 million people were made homeless, and 3 million tons of crops were lost.

The origin of the flooding in Bangladesh is outside the country's geographic boundaries. The flood waters travel from Tibet through the Himalayas, the northern stretch of India, Bhutan, and Nepal into the low-lying Bangladesh. They pass through the rivers Radma, Brahmaputra, and Meghna, and flow into the Bay of Bengal. A reasonable amount of flooding increases the fertility of the soil, but an excessive amount caused devastation.

In the last 50 years, Nepal alone has lost half of its forest reserves. The cleared forest areas are being used for cultivation. As these forests are not being replaced, there is nothing to stop the flood waters from rushing down to the subcontinent. Immense quantities of topsoil, stone, and pebbles flow with the water and silt up the river beds, reducing the capability of rivers to carry large amounts of water. This also contributes to the flooding in Bangladesh. In 1979 a program was undertaken to regularly dredge the rivers and dig canals to prevent flooding. However, the devastating flood of 1988 has proven that a better solution to flooding is an absolute necessity.

Experts agree that the concerned countries--Bangladesh, India, Nepal, Bhutan, and China must agree to work together. Even with cooperation it will take at least 20 years to achieve long-term flood control. Bangladesh has taken the initiative to foster cooperation regarding the flood problem, but efforts are still in the initial stage. Despite the distrust among the nations in this region, there is a strong desire to cooperate.

The whole world has responded to solve flood problems in Bangladesh. With the cooperation of the world community, the flood control program begun in Bangladesh could lead to a sustainable solution. Nature, weather, and the environment are not confined within political boundaries. The sooner this is realized, the sooner society benefits.

⁴ This piece was taken from an article written by Shahadat Chowdurry for the *Global Edition*. The original Bengali version was published in *The Weekly Bichitra* of Dhaka, Bangladesh, February 1989. This piece was taken from the adaptation that appeared in *Connections: Linking Population and the Environment*. The student resource book was published by the Population Reference Bureau in 1991, Washington, D.C.

Student Resource 3**TIPS FOR MAKING A GOOD PRESENTATION****1. What is the goal of the speech?**

- The speaker must appear competent.
- The speaker wants the audience to understand and agree with what is being said.
- The speaker wants the audience to do what they are asked to do.

2. How to make the best impression:

- Know your material.
- Know the audience. Learn as much about the group you will be addressing (including cultural background, knowledge of the topic, age, gender, etc.) Be sure not to talk down to them or offend them.
- Be organized.
- Write down what you are going to say, organize the material, and then put it on note cards that you use in giving the presentation.
- Translate technical information into easily understood statements.
- Find clear and simple ways of expressing complicated ideas.
- Keep the speech to the allotted time limit.

3. Organizing the speech:

- Begin with a statement of purpose. Use a story, headline, quote, or whatever will interest your audience and keep them listening to the speaker.
- Make the subject interesting by using an analogy or relating the issue to current events. Making connections keeps the audience involved.
- Support the argument of the speech by using examples, statistics, or expert testimony.
- Good visual aids will help persuade your audience. It is important that the aids be effective and easy to read. All writing should be clear and visible for those in the back of the room, as well as free of spelling and grammatical errors. Create visuals that are colorful and interesting.
- The conclusion is the most important part of the presentation because that is what the audience will remember.

FINDING A WAY

A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

FUNDED BY THE NATIONAL SCIENCE FOUNDATION

WOMEN'S EDUCATION

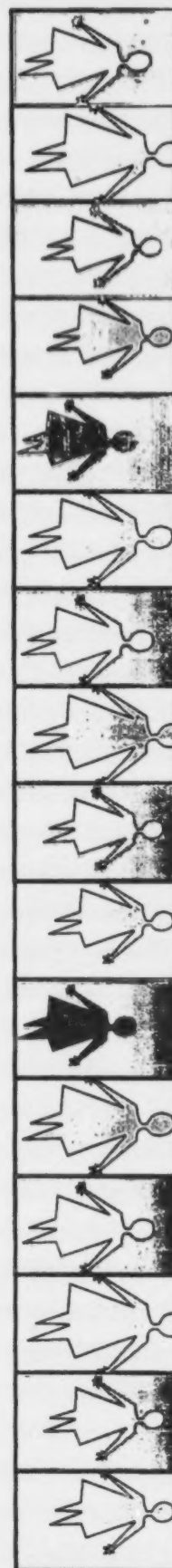
by Pat Phillips

*Examining the importance of educating females
in order to raise living standards in Africa and
identifying variables which affect the living
standards of women*

TITLE NO.

12

158



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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WOMEN'S EDUCATION¹

INTRODUCTION:

The ability to read and write in one's own language is an important skill that is necessary for the personal development of an individual. In developing nations, the literacy rate is closely tied with other measurable social and economic indicators such as the Gross Domestic Product (GDP) of a nation. However, an increase in literacy rates does not necessarily constitute an improved economic situation. For example, literacy rates have improved over the decades, but global economic processes such as debt restructuring in the late 80s and 90s have had negative effects on societies. When looking at literacy rates, geographers need to consider differences within societies as well. For example, how do literacy rates vary between rural and urban areas within a particular country in Africa? More importantly, how do literacy rates vary among males and females within a particular country in Africa?

In this lesson, students will use selected data for mapping, geographic analysis, and role playing activities. The focus of the lesson is on the education of women as one means of improving living standards in African nations. By completing the learning activities, students will identify relationships between a number of characteristics that affect or reflect living standards, especially those related to women. The content of the lesson as well as the use of inclusive teaching strategies encourages the interest and active participation of all students, particularly girls.

OBJECTIVES:²

Knowledge

1. Analyze literacy rates for males and females in Africa.
2. Understand the relationship between literacy rates, gender and the economic well-being of countries in Africa.
3. Understand geographic vocabulary such as life expectancy, literacy/illiteracy rates.

Skills

1. Create and analyze a thematic map using the data provided.
2. Evaluate maps for patterns and relationships of data.
3. Prepare, present, and defend a position based on factual data.
4. Write and present a consensus statement.
5. Work cooperatively with other students.

¹ This lesson was originally developed by Pat Phillips, Kennedy Middle School, Hays, Kansas. It has been modified from its original version by Peg Smith, St. Mary High School, Annapolis, Maryland.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

Perspectives

1. Express and support one's opinion about controversial topics in a constructive way.

RESOURCES:

- Paper
- Colored pencils
- Student Resource 1: DATA TABLE HANDOUT
- Political outline map of Africa with country names
- Atlas
- Talking Chips (game pieces such as checkers or strips of brightly colored construction paper)
- Role play labels on 3"x5" index cards

IMPLEMENTING THE ACTIVITY:**Activity One**

The first activity is designed to tap into students' prior knowledge on African nations' standard of living. Explain to the class that they will be thinking about living standards in African nations. During the process, the students will need to reflect on what they already know about Africa.

Divide the class into groups of three or four students. Instruct them that they will have two minutes to create a list of factors that contribute to the standard of living in African nations. During the writing process, there is no talking, just thinking and writing. Each student makes one entry on the list before passing the paper and pen to the next person. Remind them that each entry must be original. It is up to the teacher to allow each student an opportunity to *pass* during the process. However, the objective of this strategy is to engage all students. The writing process continues for two minutes until the teacher announces, "stop writing."

Give the groups two minutes to discuss the entries on the list and rank order or prioritize their entries. Next, have each group count-off, 1, 2, 3, etc. Then, select a number, for example 2, and the #2 students then become the group spokesperson.

Together as a class, the groups make a list of ranked entries, with each group taking a turn and contributing one entry. This can be done by writing on an overhead transparency, large poster paper, or on the chalkboard. The objective for the whole class is to generate a list of contributing variables regarding living standards in Africa that can be viewed by the entire class.

After the list is made, generate a discussion of what might be the primary causal factors of the disparity in living standards among African nations. For example:

- *Do you think conditions are the same everywhere in Africa?*
- *What differences might exist?*

- *Why do you think living standards might be different between African countries and the United States?*
- *Why do you think they might vary within Africa? Or between African and North American nations?*

From this discussion, you may want to have the class develop a working hypothesis and post it on the board.

Distribute the data tables, one per student. Give them one minute to read over the information presented in the table. Next, ask simple questions, such as those listed below, to give the students practice using the data table.

- *What is the life expectancy in Lesotho?*
- *What is the male illiteracy rate in Chad?*
- *Compare the life expectancy in Burundi with that in the United States.*

Activity Two

In this activity, each student will make a thematic map of one indicator on the data table. A thematic map shows only one characteristic using different shades of a color to represent the variance in that characteristic in a given space. Darker shades represent higher numbers, and lighter shades, lower numbers. If students are not familiar with this type of map, you may want to show them examples in their textbook or atlas. For this activity, all students will use the same color key for their maps in order for the map analysis to be effective.

Have the class count off from 1 to 8. Afterwards, divide the class into working groups by number 1 through 8. Assign the group of *ones* the number one indicator from the Data Table, the group of *twos* the second indicator, and so forth. Groups may be uneven which is fine as long as all 8 indicators are assigned. Once in groups, give the students the following instructions.

- a. Provide a title for the map with the assigned indicator from the Data Table.
- b. Everyone uses the same color key; provide students with numeric breaks.
- c. Each map must have a key.
- d. Each student makes a map of his or her assigned indicator for all the countries in Africa.

Encourage the students to pay close attention to their work. If time does not permit to move on to the next activity, collect the maps for the next class period.

Activity Three

This activity is a continuation of the previous assignment. Have the students re-group themselves so that each group forms one complete set of eight maps. Require each group to have a recorder, spokesperson, and task leader. Give them 30 seconds to decide on these three roles. The recorder's job is to write the group's observations. The spokesperson's responsibility is to present the group's conclusions to the class.

The task leader's role is to keep everyone in the group on task and to make certain that each person has the opportunity to speak.

Give the groups time to analyze the entire set of eight maps silently before they begin group discussion. During this time, students are to look for patterns and relationships among the various indicators represented in the maps. The quiet time gives each student the time to think and reflect individually. After three minutes, instruct the groups to conduct a discussion of the relationships and patterns presented in the maps. For example, alert them to look at differences and similarities across countries in a high literacy or low literacy rate in particular regions of Africa, e.g., northern, southern. During the discussion, circulate among the groups to guide the students' discussions. After four to five minutes of group discussion and writing, bring the class back together to share the analysis of each group.

At this point, the recorder gives the spokesperson the group's list of comments. Call on each group, taking one comment from each group and creating a list on a transparency, chalkboard, or large paper so that the entire class can see the list that is being developed.

After completing the class list, use the following questions to guide the class discussion. You may want to use *talking chips* to avoid having the discussion monopolized by a few very vocal students. Each student gets one piece to use during a class discussion. After each student has taken a turn to speak and given up his or her chip, then the discussion becomes open to everyone.

- *Why do you think fewer females than males are literate?*
- *What do you think the girls are doing while the boys are going to school?*
- *What kinds of jobs do you think the women have if they are illiterate?*
- *What amount of wages do these illiterate women probably earn?*
- *How will that affect family income?*
- *How will that affect GNP per capita?*
- *In what ways does female employment affect the number of children that a woman bears?*
- *What effect does literacy have on the number of children a woman bears?*
- *What effect does female employment have on infant mortality?*
- *What effect does female illiteracy have on the population growth rate?*
- *What steps can a country take to raise its living standards?*
- *What are some reasons why countries do not educate girls?*
- *What groups might want to keep girls uneducated? Why?*

Activity Four

This activity asks students to participate in a structured controversy role-play.³ Post the completed thematic maps around the room. The topic for the structured

³ Based on: Wilson, John. Nov. 1, 1993. "Using Structured Controversy in the Classroom." Overland Park, Kansas: Kansas Council for the Social Studies conference presentation.

controversy is: *The most effective way African countries can raise their standard of living is to educate females.*

Post the topic on the chalkboard, on an overhead, or large poster paper so that all members of the class can see it. To enhance the role play, distribute to each student a 3"x5" card with one of the following roles:

- An elected government official - male
- An elected government official - female
- A small business owner - male
- A college educated woman
- A clergy member or a religious leader - male
- An illiterate female farm worker
- An ambassador - male
- A female primary school teacher
- A doctor - male or female
- A father from a small village with four sons
- A female factory worker
- A musician - male
- A high school teacher - male
- An NGO (non-government organization) worker - female
- A mother of six children - 4 girls, 2 boys - living in a city
- An ecologist - male or female
- A fisherman
- A research scientist working for a university - female
- A newspaper reporter - male or female

After all of the roles are randomly distributed to the class, have students pair up with the person who has the same role that they do. Each team of two will brainstorm a list of ideas to support their position in response to the topic for the controversy. Allow ten minutes for students to complete this task. Students should use the information from the thematic maps, the data tables, and the class discussions from the previous activities. During this time, they should decide who will present each idea and practice their part.

The next step is the actual structured controversy. Have each team pair up with another team. The team of two sits beside each other and faces the other team in their group. Both speakers on the team in favor of the proposal speak first. Then, the members of the other team speak. Each speaker will have one minute to present his or her ideas; that is a total of 4 minutes unless a group is an odd number then allow an extra minute). There is no audience during this segment of the activity because each group of four is doing this at the same time. Because timing is imperative, the teacher's role is monitor the groups and to announce "time" at the end of each minute.

After each team member has spoken, the group of four discuss the positions presented. The students write two points that are agreed upon and two that are problematic. Give them three to four minutes to complete this task.

Next, each group is to formulate one statement to be presented to the class. The goal is to come up with one sentence using the following format: "Our position about the importance of educating African women is ..." If a group member can not agree with the consensus statement of his or her group, that student may write a *minority opinion statement* such as, "that is their idea, but here is mine"

EXTENSION ACTIVITIES:

- Have a group of students create a bulletin board using the thematic maps, position statements, and any minority opinions.
- Assign students a specific African nation to investigate the status of female literacy, education, and employment opportunities.
- Have students write an essay on the importance of educating women in raising living standards in Africa.

Student Resource 1

DATA TABLE HANDOUT⁴

Country	Children per Woman 1995	Infant Mortality per 1,000 Births 1998*	Life Expectancy 1998*	Annual Population Growth Rate 1998*	% of Females in Labor Force 1994	Female Illiteracy Rate 1990	Male Illiteracy Rate 1990	GNP Per Capita in U.S. Dollars 1998*
Algeria	4.4	55	67	2.4	8	59	32	1,650
Angola	6.4	137	46	2.7	50	72	44	-
Benin	7.1	86	48	3.1	75	78	56	420
Botswana	4.2	41	64	2.7	41	43	21	2,590
Burkina Faso	6.9	94	45	2.8	75	92	73	300
Burundi	6.6	102	50	3.0	76	80	53	180
Cameroon	5.9	65	58	2.9	39	53	28	770
Central African Republic	5.3	97	41	2.5	65	76	49	390
Chad	5.9	122	48	2.6	22	69	41	200
Congo	5.2	109	46	2.3	50	44	25	920
Djibouti	5.8	115	48	2.2	57	75	51	780
Egypt		62	64	2.2	22	64	38	660
Equatorial Guinea	5.3	103	53	2.6	52	44	19	360
Eritrea	-	105	-	2.8	38	-	-	-
Ethiopia	7.0	120	50	3.1	50	79	62	100
Gabon	4.0	95	54	1.5	45	55	-	405
Gambia	5.9	90	45	2.7	56	88	50	360
Ghana	5.5	66	56	3.0	51	51	17	430
Guinea	5.8	139	44	2.4	55	81	53	510
Guinea Bissau	5.8	44	2	5.5	61	35	22	140
Ivory Coast	7.4	88	51	3.5	47	74	52	630
Kenya	5.7	62	56	2.7	55	34	17	270
Lesotho	5.2	79	61	2.6	63	41	21	660
Liberia	6.8	113	55	3.1	35	82	-	-
Libya	6.4	63	63	3.7	9	43	15	-
Madagascar	6.1	93	57	3.2	53	27	13	240
Malawi	6.7	134	45	3.1	55	63	33	220
Mali	7.3	106	47	3.1	15	86	69	300
Mauritania	5.5	52	25	2.5	75	52	51	101
Morocco	4.0	57	69	2.2	21	72	46	1,030

⁴ Sources:Baerwald, Thomas J. and Celeste Fraser. 1998. *World Geography: Building a Global Perspective*.

Upper Saddle River, New Jersey: Prentice Hall, pp. 96-103. (Data columns 2, 3, 4, 8).

Seager, Joni. 1997. *The State of Women in the World Atlas*. London: Penguin Books, pp.96-103. (Data columns 1, 5, 6, 7)

Country	Children per Woman 1995	Infant Mortality per 1,000 Births 1998*	Life Expectancy 1998*	Annual Population Growth Rate 1998*	% of Females in Labor Force 1994	Female Illiteracy Rate 1990	Male Illiteracy Rate 1990	GNP Per Capita in U.S. Dollars 1998*
Mozambique	6.5	148	46	2.7	76	84	51	80
Namibia	5.5	57	59	2.7	25	-	-	1,660
Niger	7.4	123	47	3.4	78	94	81	270
Nigeria	6.3	87	56	3.1	45	58	37	310
Rwanda	6.2	110	46	2.7	77	70	48	200
Senegal	6.0	68	49	2.7	51	80	61	730
Sierra Leone	6.2	143	46	2.7	37	84	58	140
Somalia	7.1	122	47	3.2	51	-	-	-
South Africa	4.1	46	66	2.3	41	23	21	2,900
Sudan	5.9	80	55	3.0	26	74	52	-
Swaziland	6.1	93	57	3.2	51	27	25	1,050
Tanzania	6.3	92	49	-	75	47	23	100
Togo	6.9	89	58	3.6	45	67	36	330
Tunisia	3.4	43	68	1.7	26	50	25	1,780
Uganda	7.3	115	45	3.3	59	52	30	190
Zaire	6.6	108	48	3.2	44	37	16	-
Zambia	6.5	107	48	3.0	35	33	17	370
Zimbabwe	4.4	53	54	2.5	43	26	14	540
United States of America	2.0	8	76	0.6	50	2	2	24,750

*Indicates date of publication rather than date of data.

FINDING A WAY

A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

FUNDED BY THE NATIONAL SCIENCE FOUNDATION

WOMEN'S SPACES

by Solmaz Calone

*Studying the relationship between women and space,
focusing on both segregated and integrated spaces
in industrial and non-industrial countries*

TITLE NO.

13

168



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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WOMEN'S SPACES¹

INTRODUCTION:

In most societies, the allocation of space reflects values about gender roles with significant implications for the status of women. Of particular importance is the extent to which women are free to use *public* spaces or restricted to those that are *private*. Usually, the greater the segregation by gender, the lower the female's status in that society. Conversely, the greater the integration of space, the higher the status of females in a society. Underlying spatial divisions are social values about responsibilities for labor, child rearing, cultural and religious beliefs, inheritance rights, and especially about sexuality and women's bodies. In the following teaching activities, the focus is on women's space building from the personal to the global scales.

Students will begin their examination of space allocation by studying their own homes as examples of segregated and integrated gendered space. The second activity focuses on family dwellings in non-industrial societies. The first extension activity examines homes in an industrial nation using the United States as an example. In this activity students will study American homes during four historical time periods that reflect the status of women. The second extension activity builds on the previous three by examining the gendered use of space in an industrial nation. Again, the United States is used as a model. The third extension activity focuses on the relationship between spatial segregation and women's status.

OBJECTIVES:²

Knowledge

1. To understand the geographic theme of human-environment interaction.
2. To understand the concept of space in terms of allocation by gender.

Skills

1. To interpret and use data from a variety of sources.
2. To understand and use geographic vocabulary such as gendered space and spatial divisions.

Perspectives

1. Gain insights about a student's own personal experience with public and private spaces.

RESOURCES:

- World atlas

¹ This is a modified version of a lesson originally developed by Solmaz Surehan Calone, Maplewood Middle School, Maplewood, New Jersey.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

- Blank world maps
- Colored pencils
- Unlined paper
- Bag of colored chips
- One checker piece per student
- Student Resource 1: GENDER ALLOCATION OF 50 TECHNOLOGICAL ACTIVITIES IN 185 SOCIETIES
- Student Resource 2: ILLUSTRATION OF DWELLINGS
- Student Resource 3: NARRATIVES
- Student Resource 4: DESCRIPTORS OF HOMES FROM DIFFERENT TIME PERIODS
- Student Resource 5: FLOOR PLANS FROM DIFFERENT TIME PERIODS

IMPLEMENTING THE ACTIVITY:

Activity One

Put the following questions on the board or on an overhead transparency to stimulate student thinking about shared and private spaces in their homes. After the students have had some time to respond to the questions independently, then conduct a class discussion using the questions as prompts. By starting with the individual responding privately, all students have the opportunity to participate in the thought provoking activity without disclosing aspects of their home life. The school setting could be used as an alternative to the home even though the use of space will be significantly different. The prompt questions would have to be modified. Use the following questions to begin the discussion.

- *What type of household is it? (single parent, married parents, grandparent, extended family, etc.)*
- *Where is income earned? (within the home or outside of the home)*
- *Who earns the income? Who cares for the home (housecleaning, laundry, etc.)?*
- *Who is responsible for home maintenance (painting, repairs, etc.)?*
- *Who is responsible for meal preparation and clean up?*
- *What space is shared by all members of the family? (integrated space)*
- *What is the private space for the individual family members? (segregated space)*
- *Approximately what percentage of space within the home is shared and what percentage is individual?*

Once students understand the concept of segregated and integrated space based on the discussion questions, proceed to the next activity.

Divide the class into groups of four, and distribute the following items: unlined paper, one checker piece per student, colored pencils, and a bag of colored chips. Have each student sketch the interior floor plan of his or her home. These diagrams will be used for information, and need not be artistic or drawn to scale.

Use the following color scheme for the home:

- **Blue:** The spaces that are for females (e.g., sister's bedroom)
- **Yellow:** The spaces that are for males (e.g., brother's bedroom)
- **Green:** The shared spaces for the entire family (e.g., kitchen, living room)

Next, have each group discuss their drawings in terms of male and female space. Have the group construct a chart of the information from the group members' diagrams using the following headings. Each time a group member contributes information, the student puts a chip into the center of the group. As the teacher circulates around the room, it will be easy to see who in each group needs to be encouraged to participate more.³

Female Space	Male Space	Shared Space
<u>(segregated space)</u>	<u>(segregated space)</u>	<u>(integrated space)</u>

Conduct a discussion of the groups' findings by having each group report one entry for each category. The teacher should keep the class results on a chart with the same headings. Conclude the activity by asking the following discussion questions.

- *Do the segregated and integrated spaces of your home meet the needs of your family? Why or why not?*
- *What general patterns emerge about gendered space within the average American household based on the class' data?*
- *Does space need to be allocated differently? Why or why not?*
- *What changes would you make in your drawing to meet the needs of your family?*

As each person speaks, collect his or her chip so that each person has the opportunity to speak. After all of the chips are collected, open the discussion up to all of the students.

An extension activity is to have the students create a home interior with maximum integrated and segregated gendered space to meet the needs of a family of five living in the twenty-first century. For the writing portion of this activity, students should specify what the needs would be for a family with children of both sexes. Display their work, and have students explain their designs.

³ The chips are used to ensure that no one monopolizes the conversation and everyone gets a turn to speak. After the student has spoken in a large group setting, the checker piece is taken away.

EVALUATING THE ACTIVITY:

To evaluate this activity, take into consideration the following criteria:

- Were the instructions of "maximum integrated space..." followed?
- Were the family's needs specified?
- Was the diagram legible?
- Were symbols and color used effectively?
- Is the detail effective?

Activity Two

This sequence of activities requires students to analyze gendered space in five non-industrial societies. Review with the students segregated and integrated space in a home. The teacher may want to begin the lesson with the following statement:

Now we are going to shift to another part of the world, and see how the space is divided in homes and what this tells us about a society's view of men and women and the roles they have within society.

The first step is for the students to make a map. Using the atlas, locate the places where the Tuareg, Bedouin, Mongolian, Iranian, and Tibetan people live.⁴ Using colored pencils, shade the locations of the five societies on a world map. Have the students discuss the maps using the following questions:

- *Are these industrial or non-industrial, settled or nomadic societies? Note: Nomadic is also non-industrial. How does this vary for women and men?*
- *Speculate on the division of labor among men and women in these societies.*
- *Where do you think the work is done (inside the home, or outside the home)?*

Use the chart: *Gender Allocation of 50 Technological Activities in 185 Societies* (Student Resource 1) for reference.

Using Student Resource 2, *Illustration of Drawings*, instruct the students to make a comparison chart using the following headings:

- *Is there a female side or a male side of the dwelling?*
- *Is the division a physical boundary or a symbolic boundary?*
- *Where are cooking utensils stored?*
- *Which side is for honor? (i.e., important visitors, altar, separate entertainment area, and so forth)*

When reviewing the contents of the charts with the students, rotate from one student to another so that a new person has a chance to respond each time.

Next, hand out the narratives in Student Resource 3. Provide each group with a copy of the following narratives: Genghiz, Aisha, Leyla, Ali and Tian. Instruct the groups

⁴ See for example the map on languages and their distribution in *Goodes World Atlas*, most recent edition, published by Rand McNally.

to match the voice of the reading with the dwelling. Have each student share her or his reasons for the matches of the narratives with the dwellings with a partner. After this is completed, initiate a class discussion in which students draw conclusions based on the statement:

There is a definite correlation with women's status in a society and segregated space in homes or family dwellings.

Put the statement on the board or on an overhead so that students can see the statement as the discussion ensues. Encourage students to think about the fact that *tools of power*, such as books, which hold knowledge and religion, guns, saddles, and ceremonial altars are all found on the male side whereas items such as cooking utensils are found on the female side. Use the Tuareg integrated tent where the women have high status as a basis for comparison. The following questions will help stimulate student discussion.

- *How is this society different?*
- *What tools of power are held by the women in this society?*
- *Who controls the internal and external spaces?*
- *How does the Tuareg tent reflect the status of females?*

The following are additional examples of gender segregated societies with a low status for females which can be used.⁵

- Turkish and Afghani nomadic tribes
- Algerian Berbers
- Barasana Indian tribe of Colombia, South America
- Islamic Purdah and Hindu Purdah societies in South Asia
- Fulani Wodaabe of Nigeria
- Inuit (Eskimo) of North America

In each of the following societies the female status is low and segregation is in the form of a separate men's hut. Examples include the following:

- Akwe-Shavante of Brazil
- Wogeo of New Guinea

Examples of integrated dwellings with high female status are:

- Balinese house yards
- Yakan dwellings on the island of Basilan off the southwestern point of Mindanao in the Philippines
- Yoruba family compounds of Nigeria

The status of women is high in the following examples of societies in which segregation is in the form of a separate women's hut.

- Bemba of Zambia

⁵ Spain, Daphne. 1992. *Gendered Spaces*. Chapel Hill, North Carolina: The University of North Carolina Press.

- Palauans of Micronesia
- Iroquois of North America

To conclude *Activity Two*, students are to choose one of the following activities:

- Display the above information in the form of a visual poster.
- Choose a girl or a boy from one of the societies discussed and become her or his pen pal. Create a series of letters (4-5) that reflect your own and your pen pal's lifestyles. The letters should span at least one season and contain information based on fact.
- Build a three-dimensional model of the village of one the societies listed above.
- Imagine that you have chosen to live and work in one of the societies. You realize that you will not be accepted if you go with preconceived notions of their lifestyles. Write a letter of application that includes your understanding of the advantages of the organization of the society.

EVALUATING THE ACTIVITY:

Use the following questions to determine a group score:

- Is the chart or graph clear?
- Does it have all of the required information?
- Is it accurate?

The concluding activity is evaluated using the following criteria:

- Were the instructions followed?
- Is geographic information clearly conveyed and accurate?
- Does the student demonstrate a working knowledge of concepts learned?
- Was the medium chosen the best for the activity selected?
- Was the information covered in depth?

EXTENSION ACTIVITIES:

Extension Activity One

Students should have a well-grounded understanding of the dwelling as a reflection of women's status in society. In places where the sexes are segregated, the female's status tends to be low. In the first activity, students learned that much of the space in their own homes is integrated. Repeat the reasons they gave for why this is so. Most students will point to shared responsibilities for child rearing, preparing meals, work outside the home, increased education for both sexes, and so forth. Remind them that this was not always the situation in society of the United States.

The following activities correspond nicely to a study of American social history of the nineteenth and twentieth centuries. The lesson depends on students having a background in United States history to draw from in order to comprehend fully the gender and spatial issues raised in the activities.

Teacher Background: In the nineteenth century, the American elite attempted to copy the homes of the British aristocrats in which each room was designed for a

single purpose and homes were divided into male and female areas. The only room designated exclusively for women was the boudoir. The morning room, drawing room, and dining room were shared. All other rooms, including the billiard room, smoking room, gunroom, study, library, and separate men's suites, were for men only. Spatial segregation prevented women from hearing discussions that might have been used for acquiring public status. It is not surprising that the public and legal status of British women in the Victorian era was limited. Women had minimal legal rights to their earnings or to property ownership. Furthermore, British women could not vote or hold public office. This scenario was repeated in the United States in the nineteenth century.

Divide the class into groups of four and give each group one copy of Student Resource 4 and one copy of Student Resource 5. Resource 4 has four descriptions of homes from different time periods, and resource 5 has four different floor plans that correspond to the descriptions. Direct the students to match the descriptions to the floor plans.

As a large group, have each group report its matchings. Encourage the class to compare the groups' responses and make changes until the students are satisfied that they are correct. Then as a class, create a time line on a large sheet of newsprint, a chalkboard, or a bulletin board using diagrams, facts, and descriptions. For example, create a time line in which you match the types of spatial division in the house with the changing gender divisions in public and private roles and status of women and men.

Lead a discussion in which students are asked to explain why they matched the homes in the way that they did. Taking one home at a time, use the following questions to guide discussion:

- *How does this reflect the historical events of the time period?*
- *How did the removal of physical barriers in the home correlate with the removal of barriers outside the home?*
- *What changes in society allowed women to advance in the public sphere? (education and labor)*

Extension Activity Two

Present the following list of activities and instruct students to choose one of them.

- Interview your grandparents or men and women born before World War II. In what ways were gender roles defined in their youth? How was space a reflection of the gender roles? Focus on the home, neighborhood (church, schools, community space, shops, etc.), and work place. How was space used to meet the needs of women and men?
- Conduct research in order to draw maps of your town at the four historical time periods of the descriptions in Student Resource 4 (1880s, 1900-World War I, post World War II, 1990s). Identify gendered-public space in the town in the key using the following categories: men only, women only, both men and women.

- Compile a photo essay of your community or town. To accompany the photo essay, write a short essay (3-4 paragraphs) in which gender segregation and integration examples are identified.
- Make a diagram of a school that existed in your town at the turn of the century (1900) and a diagram of your school as it is today. Demonstrate your understanding of the differences and similarities in a chart to accompany the two diagrams.
- Journal writing: Assume the role of a boy or a girl for each of the time periods addressed in the lesson. Choose a specific time of the academic year and describe the activities on a given day. For the conclusion, identify the changes over time in the use of space on a daily basis.

Extension Activity Three

Students should have a clear understanding of the correlation between spatial segregation in the home and women's status. Although many American women today work outside the home, in general women's political and economic status is still not equal to that of men. Spatial segregation in the workplace tends to reinforce the respective status of men and women.

In terms of gender segregation and equality in the work force, it is interesting to note that in the nineteenth century, teaching was primarily a male profession, especially for the upper grades in K-12 education and the college level. As women increasingly entered the profession in the twentieth century, the social and economic status of teaching declined and many men left the K-12 classroom. One result was segregated workspace, as well as a lower economic status for women.

Initiate a class discussion on working women using the following questions. Write the questions on a large newsprint paper or project them on an overhead projector so that all members of the class can read them. Record the responses of the class.

- *Today, what are three occupations in which one third of all working women are employed in? (teachers, nurses or healthcare workers, secretaries)*
- *Speculate on women's access to management positions in these three occupations. (More men than women are in management positions.)*

Divide the class into think-pair-share groups of two. Instruct students to find an example of a floor plan for a workplace. They may be able to ask their parents to bring one from work or may find one on the Internet. Have students bring the diagram or sketch of the floor plan to class. Ask the students to analyze the diagram in terms of space. Use the following questions to guide their analysis.

- *Who has offices with closed doors? (managers)*
- *Whose offices have windows? (managers)*
- *Who is in the most visible space of the office? (secretaries)*
- *Who has the least privacy? (secretaries)*
- *Who is more subject to interruptions of tasks (i.e., answering phones, welcoming guests or clients)? (secretaries)*

- *How does the pattern of spatial relationships in the diagram correspond to the office space of the school?*

Ask the same specific questions regarding the school's main office as well as guidance office space.

- *What are the similarities and differences?*

For the classwork assignment, have students create a floor plan of an ideal gender balanced workplace for the twenty-first century. Post the floor plans on a bulletin board or around the room. Instruct groups of 3 or 4 students to observe and comment on the spatial allocations in the floor plans. One person in each group should be a recorder. Designate a starting point for each group. The teacher is the timekeeper for this phase of the activity. Allow 45 seconds to one minute at each location before having the groups rotate to the next location. After all groups have viewed the floor plans, have the groups go back to their seats to spend 4 to 5 minutes discussing their observations and organizing their notes.

Spend approximately 10 minutes discussing the observations of the groups. Using the round robin method, call on one group at a time for an observation until all groups have made a contribution to the list. Each group's contribution must be different from the previous group's statement. The teacher records all of the observations either on an overhead transparency or large sheet of newsprint so that the class can see the list that is being created. To further include all students, as each group is called on, a different student gives an item from the individual group's list. What conclusions have the students made about the spatial segregation in the workplace of the future? How different are the projected offices from current office designs?

Student Resource 1**GENDER ALLOCATION OF 50 TECHNOLOGICAL ACTIVITIES IN 185 SOCIETIES***

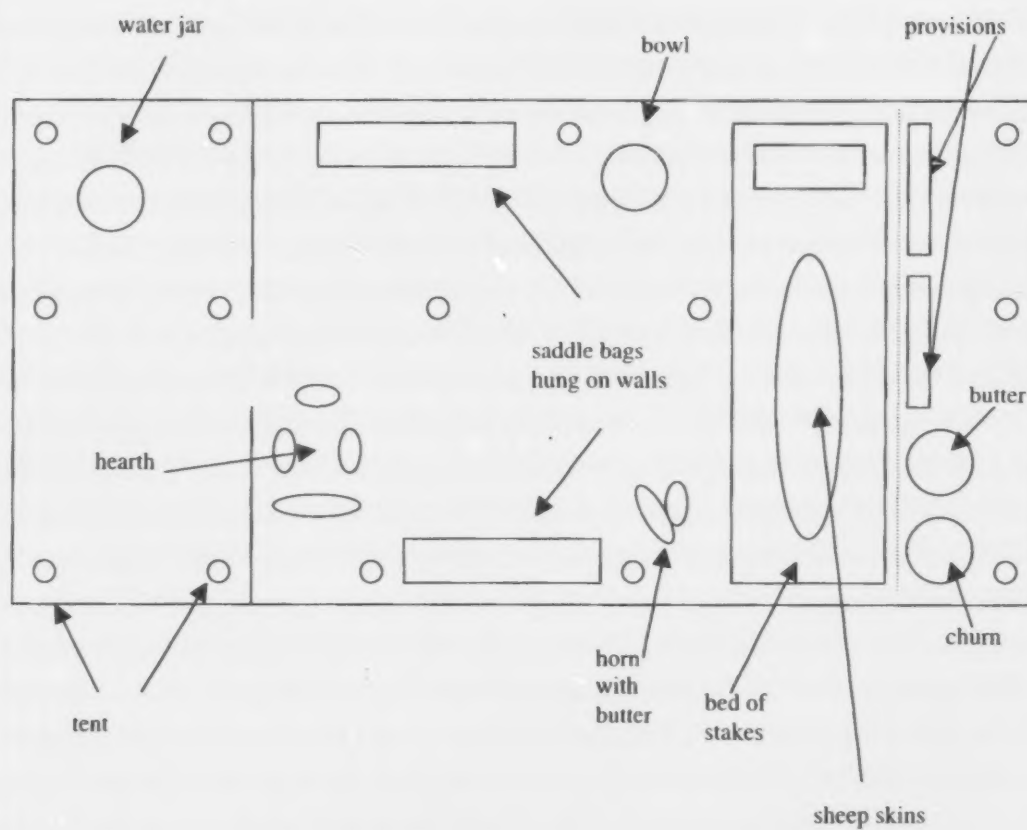
Task	% Male	Task	% Male
1. Hunting large aquatic fauna	100.0	26. Preparation of skins	54.6
2. Smelting of ores	100.0	27. Gathering of small land fauna	54.5
3. Metalworking	99.8	28. Crop planting	54.4
4. Lumbering	99.4	29. Manufacture of leather products	53.2
5. Hunting large land fauna	99.3	30. Harvesting	45.0
6. Work in wood	98.8	31. Crop tending	44.6
7. Fowling	98.3	32. Milking	43.8
8. Manufacture of musical instruments	97.6	33. Basket making	42.5
9. Trapping of small land fauna	97.5	34. Burden carrying	39.3
10. Boat building	96.6	35. Mat making	37.6
11. Stone working	95.9	36. Care of small animals	35.9
12. Work in bone, horn, shell	94.6	37. Preservation of meat and fish	32.9
13. Mining and quarrying	93.7	38. Loom weaving	32.5
14. Bone setting and surgery	92.7	39. Gathering small aquatic fauna	31.1
15. Butchering	92.3	40. Fuel gathering	27.2
16. Collection of wild honey	91.7	41. Manufacture of clothing	22.4
17. Land clearance	90.5	42. Preparation of drinks	22.2
18. Fishing	86.7	43. Pottery making	21.1
19. Tending large animals	82.4	44. Gathering vegetal foods	19.7
20. House building	77.4	45. Dairy production	14.3
21. Soil preparation	73.1	46. Spinning	13.6
22. Net making	71.2	47. Laundering	13.0
23. Making of rope	69.9	48. Water fetching	8.6
24. Generation of fire	62.3	49. Cooking	8.3
25. Bodily mutilation	60.8	50. Preparation of vegetal foods	5.7

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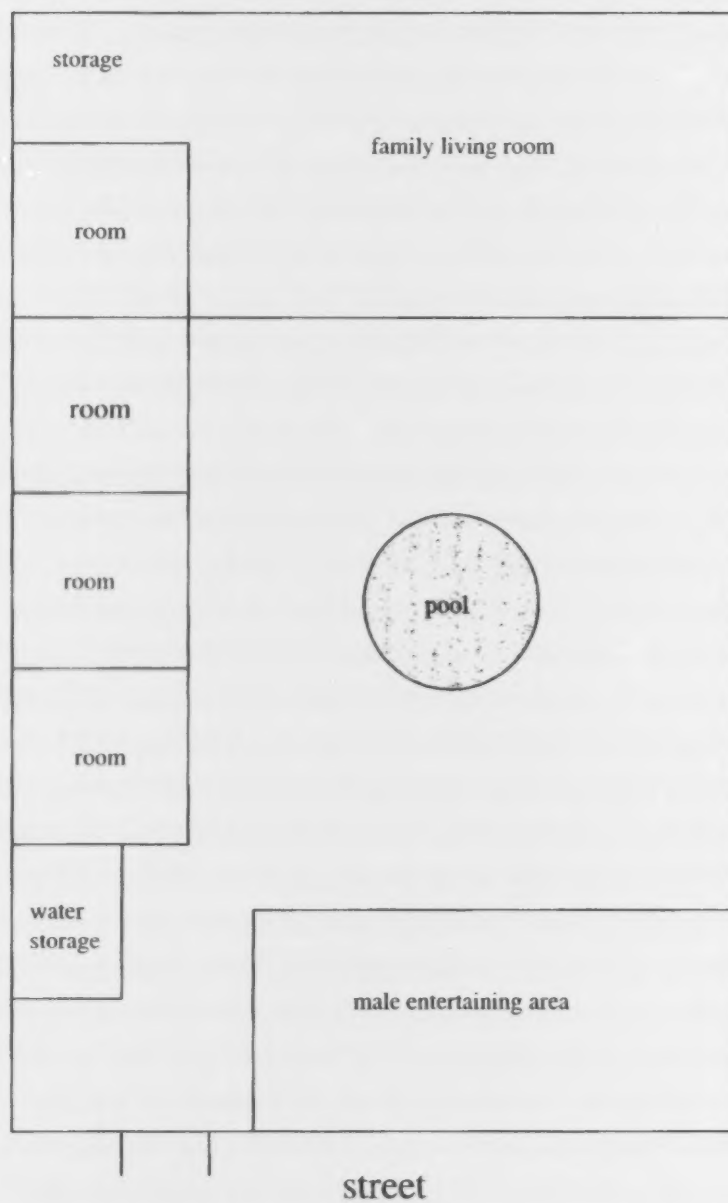
* Source: Murdock, George P. and Caterina Provost. 1973. Factors in the division of labor by sex: A cross-cultural analysis. *Ethnology*, 12 (April): 207.

Student Resource 2

ILLUSTRATIONS OF DWELLINGS

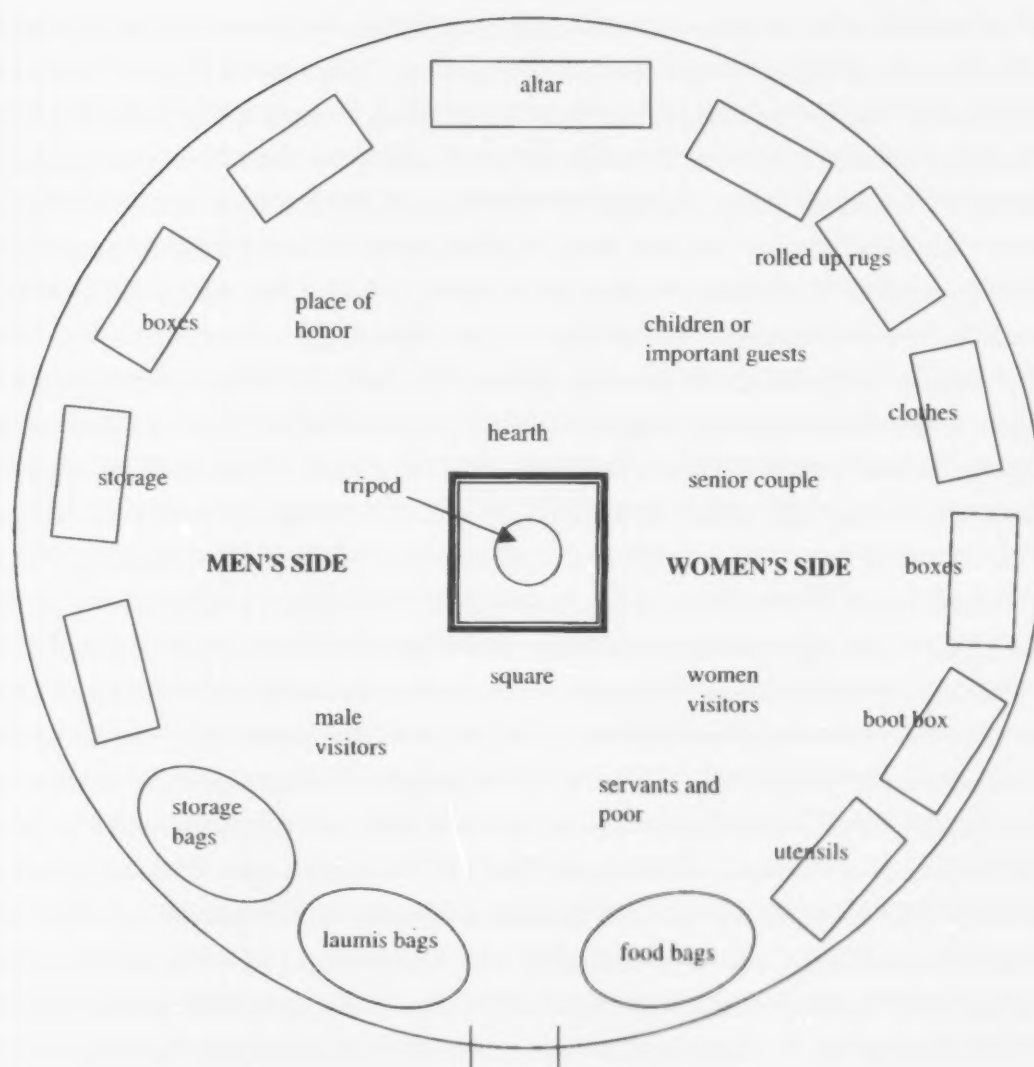
TUAREG TENT⁷

⁷ Source: Faegre, Torvald. 1979. *Tents: Architecture of the Nomads*. Garden City, NY: Anchor Books.

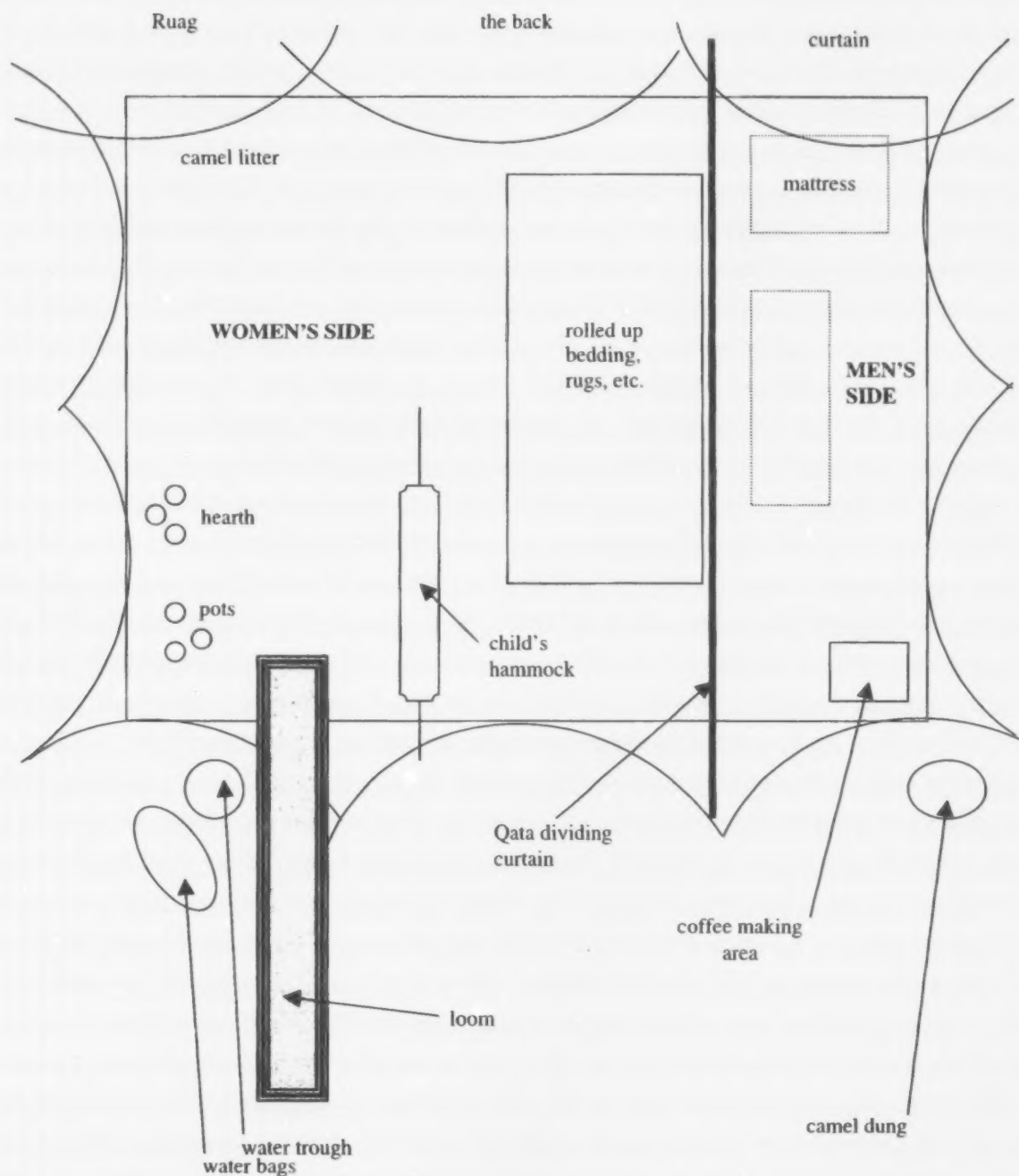
TYPICAL HOUSE IN IRAN⁸

⁸ Source: Khatib-Chahidi, Jane. 1981. Sexual prohibitions, shared space, and fictive marriages in Shi'ite Iran. In *Women and Space*. Shirley Ardener (ed.). London: Croom Helm.

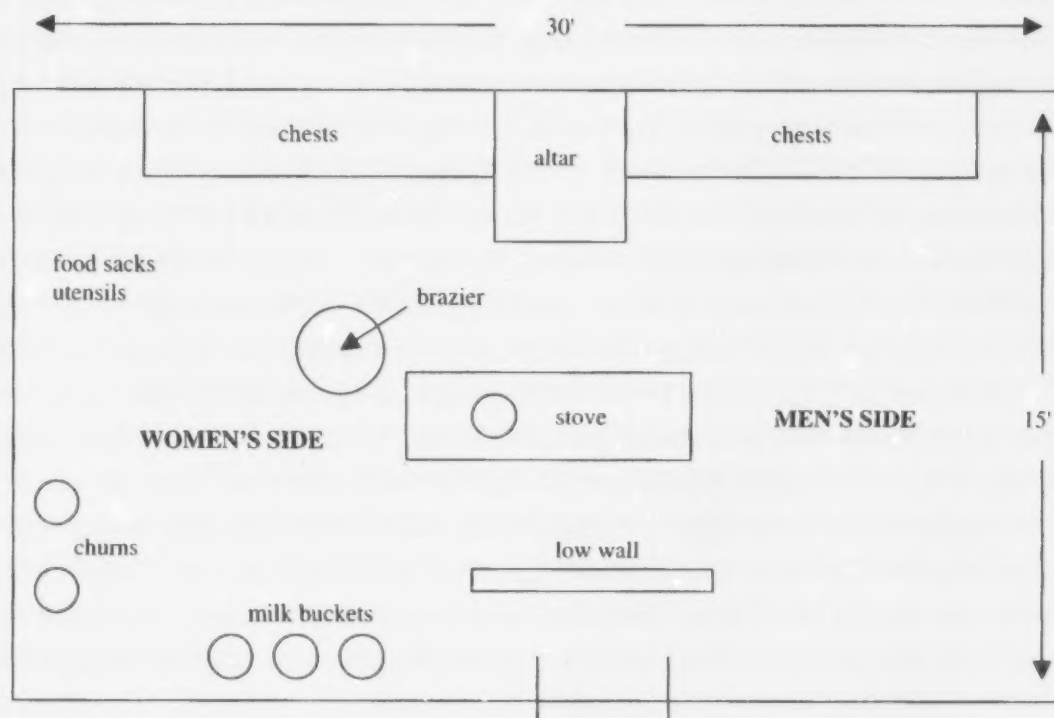
MONGOLIAN GER⁹



⁹ Source: Faegre, Torvald. 1979. *Tents: Architecture of the Nomads*. Garden City, NY: Anchor Books.

BEDOUIN TENT¹⁰

¹⁰ Source: Faegre, Torvald. 1979. *Tents: Architecture of the Nomads*. Garden City, NY: Anchor Books.

TIBETAN TENT¹¹

¹¹ Source: Faegre, Torvald. 1979. *Tents: Architecture of the Nomads*. Garden City, NY: Anchor Books.

Student Resource 3

NARRATIVES

My name is Genghiz. My family are nomads. Our home is a circular tent covered with woolen mats. Our single dwellings are separated by spaces for men and women. Our male side of the ger has the highest status called xoimor. It is pure and contains the possessions of the head of the household and honored guests. Also on our side are books that contain religious and historical knowledge. Women were forbidden to read them until the socialist revolution of 1921. Today, my sisters and mother are allowed to move freely on the male side but are not allowed to permanently move any objects to the female side.

(Mongolian)

cut*****

My name is Aisha. My family are nomads. We live in elaborate tents made of animal hides that can be easily moved. My sisters, mother and I must work from sunrise to sunset. We must gather what water can be found, prepare all the meals, and care for the children. We must keep the hearth going at all times and collect the camel dung. The women and men's sides are separated by a curtain. We must be covered and separated from men.

(Bedouin)

cut*****

My name is Leyla. I was segregated from men when I turned ten. I must cover my face, avoid eye contact with men and abstain from displaying wealth. In my house, I must withdraw to a private area when men come to visit. I have been married since age 15 and have 6 children. Although I am allowed to inherit property and to attend school, I am discouraged to do so in fear of causing rivalry with my brothers and bringing dishonor to my family. In my society, my primary role is in the home.

(Iran)

cut*****

My name is Ali. My family are nomads. I am Muslim. My family live together in barrel-vaulted mat tents. There is no separated male space for me within this dwelling. My mother and sisters are held in high regard. They can read and write. They are musicians, poets and work with leather. They own the livestock and all movable property. My brothers, sisters and I will inherit equally the possessions of our parents. The men of our community wear indigo veils.

(Tuareg)

My name is Tian. My family are nomads although others in our homeland who live in the fertile Tsangpo Valley are farmers. We live in tents. In our dwellings, the male

and female sides are separated. My father and brothers are keepers of guns and saddles for our horses. The Buddhist altar is also on the male side. We women must work all the hours of daylight cooking, drawing water, churning butter, and caring for the young. All decisions are made by my father and brothers.

(Tibetan)

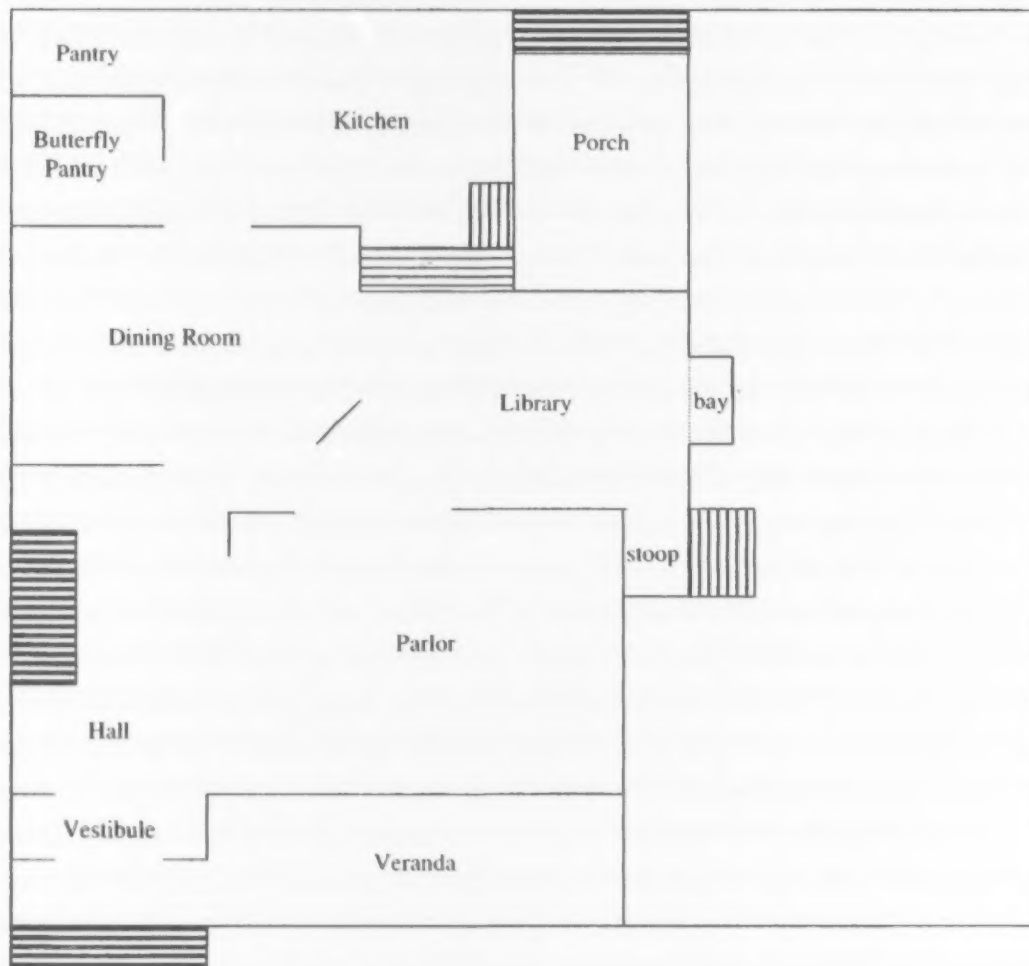
Student Resource 4**DESCRIPTIONS OF HOMES FROM DIFFERENT TIME PERIODS**

1887: Cottage Residences. American women did not have property or voting rights. Few had a college education. Women did not enter men's offices or libraries that were part of middle- and upper middle-class homes. These were situated in the back of the house with a separate entrance to allow the males to come and go at will. Women were not exposed to public information. The parlor was a female domain to see visitors. The dining room was for both males and females. The upstairs was reserved for women and children.

1890-1910: Bungalows. There were fewer children in the household. Laborsaving devices reduced the need for servants. The country was becoming an urban society. Communication and transportation systems improved. The worst depression of the century occurred in 1893. Construction costs increased. The library, parlor and sitting rooms were combined into a living room. Books were now shared by both men and women. Women could attend co-educational colleges. Gender segregation is reduced. Women's status improves.

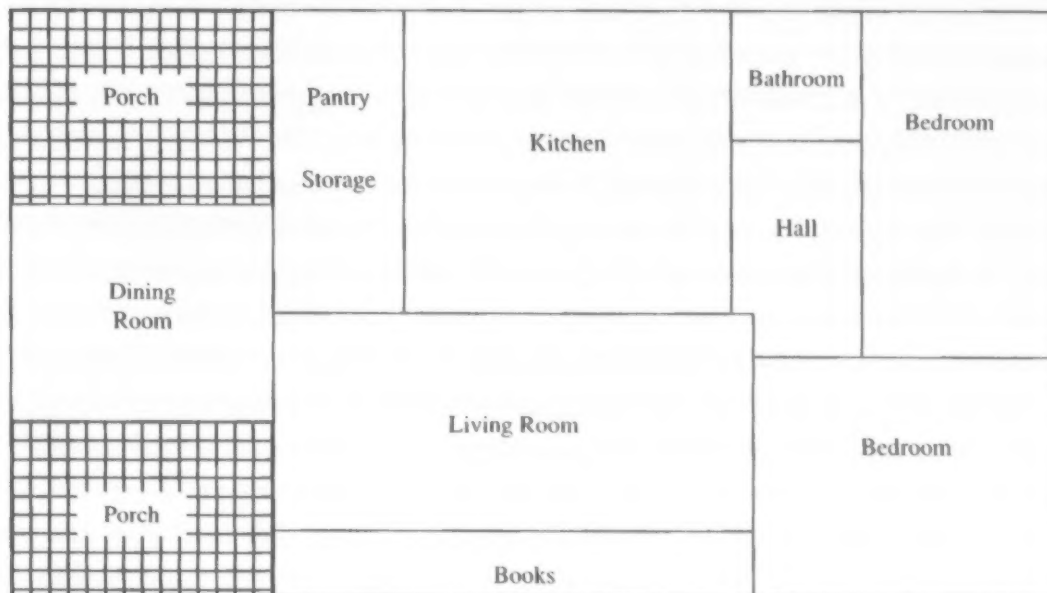
Post World War II: Ranch Houses. Houses were needed for the returning GI's. The 800 square foot homes built by Levitt for returning veterans were cheaper to build than bungalows. The array of rooms for specific purposes was reduced, as were interior divisions to stress the new democracy of Americans. The living room became the place where the family could eat, relax, play, and entertain. Post World War II women could vote, own property, and attend college. Gender segregation is reduced even further.

1990s: Contemporary Middle-Class Homes. These homes emphasize the *Great Room* which combines kitchen, family room, and living room. This is the hub of the home where everyone congregates. Women's status, though not equal to that of men, is at its highest as is gender integration.

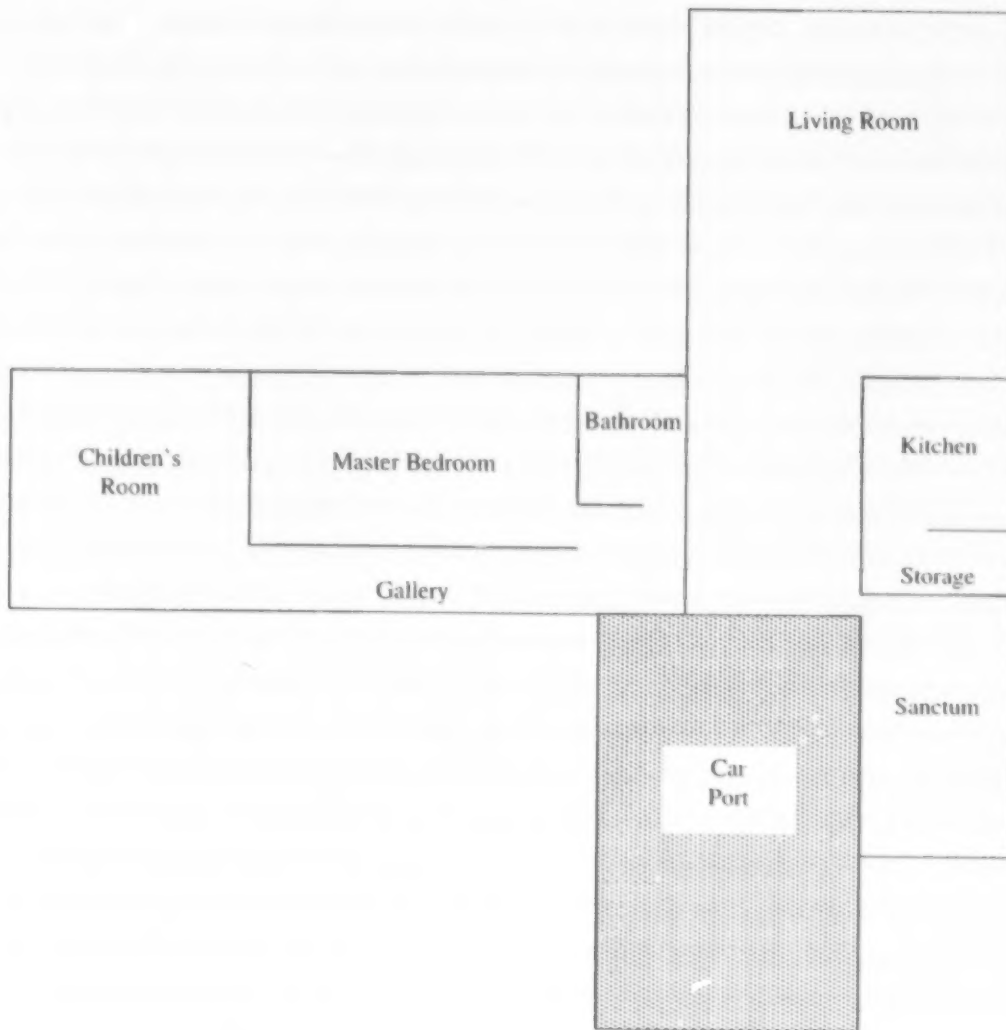
Student Resource 5**FLOOR PLANS FROM DIFFERENT TIME PERIODS¹²****FLOOR PLAN 1**

Note: Upstairs not shown.

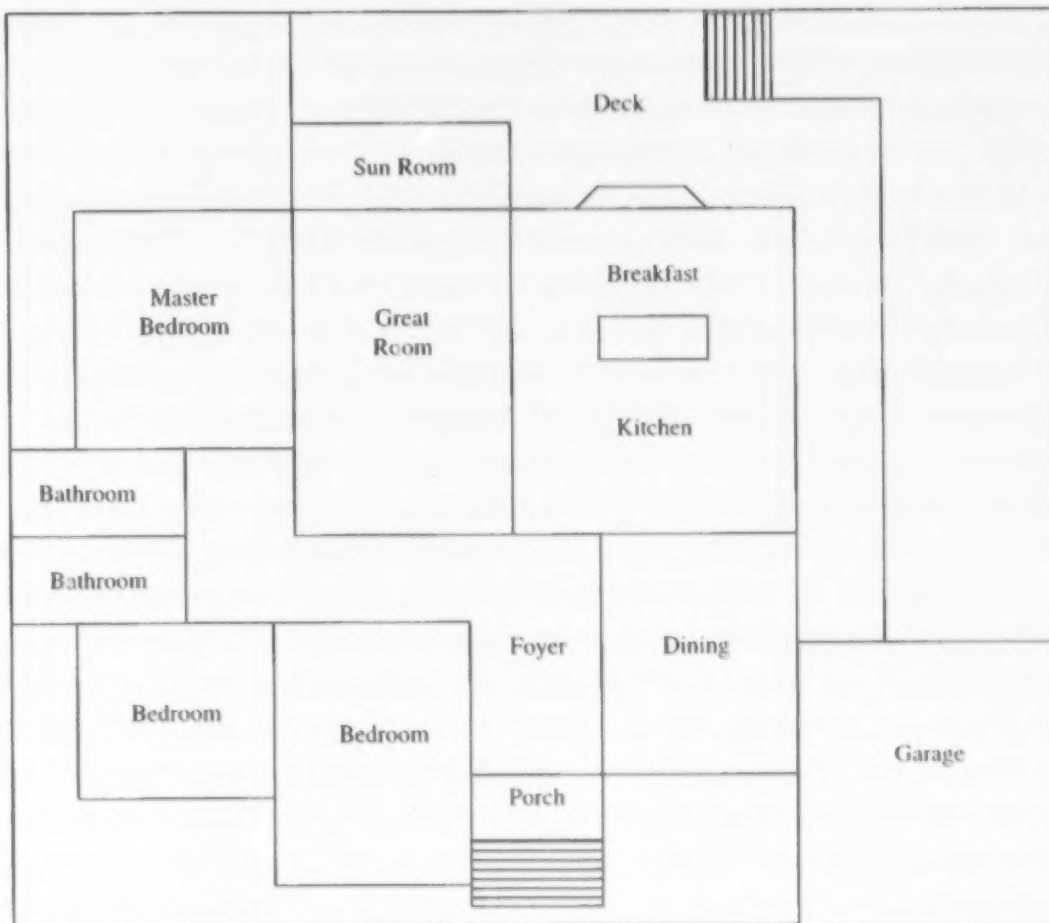
¹² Sources: Shoppell, Robert. (1887) 1978. *Shoppell's Modern Houses*. Reprint. Rockville Center, NY: Antiquity Reprints. Stickley, Gustav. (1909, 1912) 1979. *The Best of Craftsmen Homes*. Reprint. Santa Barbara, CA: Peregrine Smith.

FLOOR PLAN 2

FLOOR PLAN 3



FLOOR PLAN 4



FINDING A WAY

A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

FUNDED BY THE NATIONAL SCIENCE FOUNDATION

ACTIVITY SPACE AND TRANSPORTATION

by Sherry A. Meyer

*Studying transportation decision-making
in the context of daily activity spaces and
focusing on transportation demands
of women*

TITLE NO.

14

192



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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ACTIVITY SPACE AND TRANSPORTATION¹

INTRODUCTION:

This learning activity will allow students the opportunity to become familiar with transportation alternatives and making choices in the context of the daily activity spaces of a sample group of adult women and men. A variety of learning activities and related strategies will be employed that are sensitive to both gender and multicultural issues and the many learning styles of students. The culmination will be an assessment of and recommendations for more user-friendly transportation options.

Geography includes the study of human use of space and access to resources. Feminist geography expands that definition to focus specifically on the lives and experiences of women and girls. In recent years feminists have additionally focused on and begun to incorporate issues of diversity into their work, including issues of class, ethnicity, sexuality, religion, lifestyle, and work. This learning activity seeks to make gender visible as it intersects with ethnicity, class, employment, and reproductive work in the everyday landscape.

OBJECTIVES:²

Knowledge

1. Map and examine an individual's activity space diary for land use patterns.
2. Compare the data and map for a single individual with those of others in the sample group.
3. Recommend means of simplifying and streamlining transportation options.

Skills

1. Read, interpret, and use maps of the local community.
2. Read, interpret, and use public transportation fee schedules, timetables and routing information.

Perspectives

1. Have an awareness of the personal and public cost of private transportation or automobile options.
2. Effectively interact with an adult individual in the process of acquiring a daily activity space diary and include any reflections related to it.
3. Appreciate the complexity of daily activity space patterns and ranges for individuals across lines of gender and ethnicity, modes of transportation, relative locations, economic constraints and other variables that may become apparent through this exercise.

¹ This learning module was originally developed by Sherry A. Meyer, independent consultant, Chicago, Illinois.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

RESOURCES:

- Student Resource 1: DAILY ACTIVITY SPACE DIARY
- Student Resource 2: BACKGROUND ON ADULT ACTIVITY SPACE
- City, neighborhood, and public transportation maps³
- Transit timetables⁴
- Colored markers and pencils
- Note paper and pencils (with the option of a tape recorder)

IMPLEMENTING THE ACTIVITY:

The purpose of this learning activity is to allow students the opportunity to become familiar with transportation alternatives and choice making in the context of the daily activity spaces of a sample group of adult women and men. Factors that will be analyzed are:

- where an individual lives;
- whether or not a person is employed outside her or his home and in what type of work;
- the composition of households and the division of labor within individual homes;
- other lifestyle factors, including leisure and educational pursuits;
- whether gender, ethnicity, or cultural traditions shed any light on daily activities;
- the transportation choices available; and
- other variables that may emerge as this activity progresses.

Each individual has a certain space or territory in which she or he carries out the activities of daily life, called our *activity space*. Each of us also has a larger space around us, called our *action space*, about which we have knowledge and into which we sometimes make forays but which we do not use daily--perhaps visiting certain parts of it just once or twice over a period of time.

This learning activity will help students discover the intricacies of activity and action spaces and how those can be simplified or made more complex by the use of public and private transportation options. They will be learning about these spaces through the daily activities of people in their own lives. Along the way they will discover that transportation decisions are often an overlay to constraints and responsibilities adults have either as a matter of choice or on the basis of gendered, ethnic, cultural, economic, or locational forces.

³ Maps may be available from local government offices, planning agencies, or chambers of commerce.

⁴ Transit timetables, route information and fee schedules may be available from the local transit authority either published as brochures or on a website.

Focus Activity: Cultural Mapping Mixer

In the center of a large open space within your classroom, indicate the *location* of your school building, along with a minimal number of orienting landmarks or streets that may be relevant to your students.

- Ask your students to step into that open space and place themselves where they live in relation to the school.
- Once they are stationed, have them look about the room and see where their classmates live in relation to themselves.
- Then, have them move into clusters according to the mode of transportation they use to get to school: e.g., walk, bike, car, bus, horse, skateboard, roller blades.
- Next, ask them to move into clusters according to how long it takes them to get to school.
- Find out if any of them have any tasks for which they are responsible on the way to school, and demonstrate how they cluster.
- Continuing in appropriate groupings, find out about their travel patterns after school, including, e.g., whether people go home or elsewhere after school, and how they get there.

Back in their seats, gather the students in small groups and have each of them list on a Daily Activity Space Diary (Student Resource 1) the activities he or she undertakes on a daily (or at least on a fairly regular) basis. Then, distribute to each group colored pencils and maps of the local area onto which they should plot every group member's daily activities and travel patterns, with each member working in a different color. After plotting is complete let the students know that they have just mapped their daily activity spaces.

Now have each group report back to the class on the types of activities that occur in their daily lives; list these on the board for everyone in the class to see. Have them compare their personal activity spaces and patterns with those of their classmates. Pose the following questions:

- *Are there any similarities? What are the differences?*
- *Do they have specific reasons for doing the things they do every day?*
- *Do housing location, transportation requirements, after school activities (including work), family responsibilities, age, gender, cultural, religious, ethnic or racial considerations seem to have any influence on the patterns that show up for the class as a whole?*
- *Who decides what activities they will undertake each day?*
- *Is each day different from the previous day? Do their responsibilities change from day to day? What would they change if they could? Why?*

Now ask the students if there are any places they know about which they visit or use very infrequently--perhaps as little as just once or twice over a period of time. Places that fit this category may include the dentist's or veterinarian's office, the bank, a parent's work place, or a famous building. Explain that these places are part of a

larger space each of us has, called an *action space*. Have the students circle these action space sites on the Activity Space Worksheet they created previously on Student Resource 1. Pose the following questions:

- *Are the daily activity spaces of the adults in their lives similar to their own activity spaces?*
- *Do adults have more complex activity spaces than students' action spaces?*
- *What do they think the differences are? Why?*
- *What do they really know about the daily activities of the adults in their lives?*

Let the students know that this next activity will allow them to get a more accurate perspective on the daily functioning of the adults in their lives. They will accomplish this by gathering information from an adult of their choosing concerning the daily activities, responsibilities and travel patterns which that adult undertakes.

Distribute to the class another copy of the Daily Activity Space Diary (Student Resource 1) and a copy of Background on Adult Activity Space (Student Resource 2). Tell each student to select one adult in their life and get that person's consent to participate in gathering data for and reflecting on an activity space diary. Information fields to be filled out are:

- *diary date*
- *sex and age of the adult*
- *the location of her or his residence*
- *if other adults live in the household*
- *if she or he has children to care for*
- *whether she or he is always responsible for a particular activity listed, or if it is shared between other household members, and who*
- *whether employed, in what type of work, and where*
- *whether she or he relies on public transportation solely, or has access to a private automobile*
- *how the transit mode and route is determined during the course of a day*

Two ways to approach this facet of data collection are:

1. Once the adult has consented to participate, have the student provide the adult with a copy of the Daily Activity Space Diary form and ask the adult to take the form with them on a typical day in their life, making entries in the diary as the day progresses.
2. Have the student accompany and observe the adult across the course of the day making diary entries as the day progresses. (This latter activity would be a useful pairing for the annual Take Our Daughters to Work Day).

Provide a deadline by which the diaries must be returned to the classroom. Suggest that when the students pick up the diaries from the adult participants they should take some time to talk to the adults about their daily activity spaces. Have the students probe the adults for any reflections they may have concerning their use of space and

access to resources. A tape recorder would be useful for this exercise, but at the very least students should take handwritten notes.

In the interim days during data collection, explore what modes of transportation are available in the local community. Research the answers to the following questions:

- *Who or what provides the transportation alternatives, be they paved roads or buses and trains?*
- *Who pays for the provision and use of these modes?*
- *Are cars readily available?*
- *Can everyone afford one? Two?*
- *Do youth have access to cars, or even have their own vehicles?*
- *Do households rely strictly on public transportation?*
- *What kinds? buses, light rail, scheduled commuter trains, or something else?*
- *How much does it cost to ride public transit?*
- *Are monthly or weekly passes available?*
- *How long does it take to commute on public transit?*
- *Will one mode or route take a person to journey's end, or are transfers necessary?*
- *For those residents who have a car, how much does it cost to purchase an average automobile either new or used?*
- *How much does gasoline cost in the immediate community?*
- *How much does insurance cost on a new car versus a used one?*
- *Does a car need frequent repairs, or does it just seem to run on and on?*
- *Which type of car—new or old—would seem to fit these repair patterns?*
- *If someone is driving to his or her place of work, is the parking there free or is there a fee for parking?*
- *What about tolls?*

For someone specifically relying on an automobile to get about:

- Have the students listen to the morning and afternoon radio shows for several days to discern average commute times on the area's major highways and thoroughfares.
- The students may be able to explore the costs of owning a car by perusing local newspapers, making field observations, contacting local insurance agents and other automotive service providers, and getting mileage reimbursement rates from businesses, universities, or government offices.

For someone specifically relying on public transportation to get about:

- *What are the logistics of doing so?*
- *What types of public transport are available?*
- *Are transportation surfaces created, such as bus routes that run along grid lines spaced four blocks apart? Or is the transportation more in radiating lines, such as a subway or elevated light rail line?*
- *What about scheduled commuter rail lines? Whom do they serve?*

- *Whom do the light rail lines serve?*
- *How do the schedules and fares of scheduled commuter rail or light rail compare?*
- *Are these transportation modes accessible for the types of employers for whom adults in this community are most likely to work?*

Also initiate a series of discussions about the daily lives of adults. Ask the students in what type of activities they see the adults in their homes engaged.

- *Who does the grocery shopping?*
- *Who prepares the meals?*
- *Who packs the children's lunches?*
- *Who does the laundry?*
- *Who does the ironing?*
- *Who buys gas for the car?*
- *Who gets the car serviced?*
- *Who cuts the grass and shovels the snow?*
- *Who helps the students with their homework?*
- *Who takes care of the children when they are sick?*
- *Who gets the children to their appointments?*
- *Do the children or their younger siblings go to day care or after school programs?*
- *Who makes arrangements for that?*
- *Who pays the bills in the household?*
- *Who does the banking?*
- *Who decides the budget for the household?*
- *How do the adults get around to run errands and conduct household business?*
- *Do they rely on public transportation, walk, or use a car? Why?*
- *Or do they use a combination of transportation modes? Why?*
- *How much do these transportation choices cost the adult in terms of time, effort and money?*

If adults are employed outside the home:

- *What are the types of work in which they are engaged?*
- *Is it a highly paid job, or is there always a struggle to make ends meet?*
- *Do the adults take on other types of work to supplement the household income? Perhaps child care, sewing, word processing, car repair, or some other activity?*
- *How do the adults get to work?*
- *Do they rely on public transportation, walk, or use a car? Why?*
- *Or do they use a combination of transportation modes? Why?*
- *How much does the journey to work cost the adult in terms of time, effort and money?*

Conclude this discussion with definitions of *reproductive* and *productive* work.

Productive work is work that is compensated in some way, usually for money.

Reproductive work includes not just childbearing by a woman, but also the activities required to keep an individual alive and prepared to interact with society. Examples include: preparing food, doing laundry, teaching values, transporting kids to after school activities. Ask the students who they feel engages in productive and reproductive work in their households.

Once the Daily Activity Space Diaries have been returned, distribute to each student maps that are geographically appropriate to the activity space of the adult participant. Have each student plot the sites and routes of the adult. In small groups, have the students compare and contrast the activity spaces of the adult participants. List these on a sheet of paper. Pose the following questions:

- Are there any similarities?
- What are the differences?
- Are there any patterns in the activity spaces between individuals and in their land use patterns?
- Do the adults have specific reasons for doing the things they do every day?
- Do housing location, transportation requirements, after-work activities, family responsibilities, age, gender, cultural, religious, ethnic or racial considerations seem to have any influence on the patterns that show up for the sample group as a whole?
- Who decides what activities they will undertake each day?
- Is each day different from the previous one?
- Do their responsibilities change from day to day?
- What would the adults change if they could? Why?

Bring the class back together and have each group report on the types of activities that occur in the daily lives of the adult participants; list these on the board for everyone in the class to see. Pose the following discussion questions:

- What patterns emerge?
- Who is engaged in what types of work?
- Who utilizes what types of transportation?
- Who has a mismatch between transportation offered and their activity space needs?
- Who is satisfied with their housing, work, leisure and transportation configuration?
- Are there different answers to these questions from men and women, or between different ethnic, racial or religious groups? What about other groups?
- Can the students see any subgroups emerge from the data analysis?
- How would they like to see the activity spaces of the adults simplified or streamlined?
- Who could help to facilitate these changes?

As a group, have them compare the activity spaces and patterns of the adults with those of their classmates using the same questions.

Finally, using the Cultural Mapping Mixer, have the students demonstrate the activity spaces of the adults. Have them demonstrate their own activity spaces. How do the two types of spaces compare? Are the adult activity spaces more reflective of the students' action spaces?

Based on the previous discussions, ask the students to create a composite daily activity diary for a man and a woman. How do these compare with the composites that were created at the beginning of this unit for a boy and a girl? Were any other composites generated? How do they compare between adults and students?

EVALUATING THE ACTIVITY:

On the basis of what the students have observed, have them synthesize their analysis of travel patterns into recommendations for improvements to the travel methods currently available, along with suggestions for new alternatives. Using data collected, along with any correspondence they have generated, have them prepare a report they would want to present before a local planning authority. Some factors they should consider in preparing their reports include:

- *Where do people live?*
- *What types of activities do they engage in?*
- *Where and when do people work? Are they engaged in productive or reproductive activities?*
- *Does the transportation currently offered meet the needs of the sample group, including times and frequency of service?*
- *How could the layout of the community be improved to simplify individual's daily activity spaces?*
- *What aspects of their movements do the adult participants (and even the students) see as areas for improvement?*

EXTENSION ACTIVITIES:

The process of data collection for the Daily Activity Space Diary by the student would be an excellent exercise for the annual Take Our Daughters to Work Day.

Student Resource 2:**BACKGROUND ON ADULT ACTIVITY SPACE**

1. Diary Recording Date: _____ Day of the Week: _____
2. Age _____ Sex _____
3. What other adults live in the household?
4. Do you have children to care for? YES _____
NO _____
5. What are their sex and ages?
6. Are you always responsible for the particular activities you listed? Or are they shared between other household members? Who?
7. Are you employed? YES _____
NO _____
8. If so, in what type of place do you work and where?
9. Do you rely on public transportation solely, or do you have access to a private automobile?
10. How do you determine the transit mode and route during the course of a day?
11. Take a minute to reflect on what you've recorded in your diary. Are there any comments or observations you would like to make about your daily activities and travels?

FINDING A WAY

A PROJECT OF THE NATIONAL COUNCIL
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LOOKING AT AN URBAN LANDSCAPE

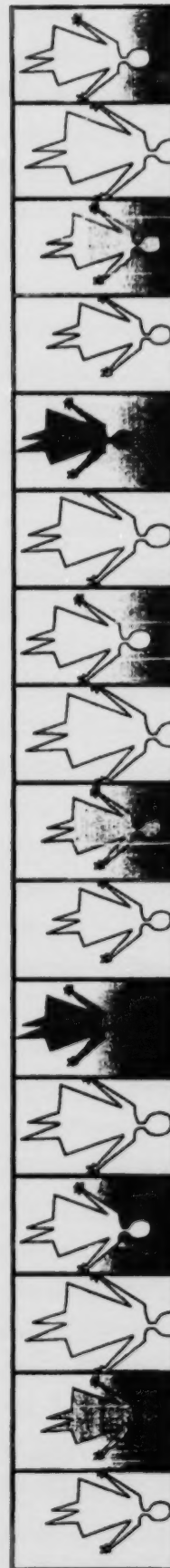
by Caroline Helmkamp

*Methods and new perspectives for looking at landscapes
and raising questions about how space and place
have different meanings for boys and girls*

TITLE NO.

15

202



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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LOOKING AT AN URBAN LANDSCAPE¹

INTRODUCTION:

Geography includes learning to observe and analyze landscapes. Feminist geography gives us methods and new perspectives for looking at landscapes. This new way raises questions about how space and place have different meanings for young people and how these different meanings enable or constrain their actions within those spaces. For example, in what ways do individuals perceive landscapes differently? Landscape observation is a traditional procedure in the field of geography. However, even the landscapes we choose to study and the ways we choose to study them often miss the presence and voice of some people.

We may perceive landscapes differently depending on race, class, age, or sex as well as our own unique personal experiences. Rural children may see a landscape differently from urban children. Middle-class girls and boys may experience a landscape more similarly than girls from different economic classes. In other words, researchers and classroom teachers may wish to analyze geographic perception from multiple perspectives. As you prepare to teach this lesson, you might want to consider these varying perceptions.

This lesson seeks to examine how different people from different backgrounds see the landscape differently. It focuses on those aspects of a student's environment that seem uncomfortable or even dangerous. Students are asked to analyze their home turfs and then to compare their perceptions of them with others in the class. Do girls and boys perceive urban environments differently, especially in terms of safety? Do urban children see *safety* differently from suburban children? Might a heavily wooded area outside the city seem safe to an urban, suburban, or rural child?

Geographers are asking a new set of questions about the world they study. Whose world is being represented in these geographies? What effect does this have on female students, city children, or rural children? Do people experience spaces differently? Do these different meanings operate in ways that restrict or constrain people in different ways? For example, are girls less mobile than boys? Is the landscape a barrier to opportunities for children? How do urban and suburban children view a heavily wooded area?

¹ Caroline J. Helmkamp, Northeast Global Studies Magnet School, Kansas City, Missouri, originally developed this lesson; it was revised by Karen Nairn, Children's Issues Centre, Otago University, Dunedin, New Zealand.

OBJECTIVES:²**Knowledge**

1. Determine what gives spaces meaning.
2. Recognize differences in perceptions about personal landscapes.

Skills

1. Apply geographic skills of observation to real spaces.
2. Contact persons with power (school, city officials) about changing undesirable landscapes.

Perspectives

1. Express voice about personal spaces through photographs, drawing, role-play and writing.

RESOURCES:

- Photographic slides
- Photographs or slides from the students' community
- Cameras, film, art supplies
- Student Resource 1: *O SAE CAN YOU SEE* RUBRIC
- Student Resource 2: *SAFE AND UNSAFE PLACES*
- Student Resource 3: *PLACES AND SPACES RATING SCALE*

IMPLEMENTING THE ACTIVITY:**Activity One**

Explain to students that they will be thinking about towns, cities, and neighborhoods to analyze them geographically. In the process of this activity, they may understand new things about themselves and their classmates. They will be able to explain this awareness to share it with the class and perhaps with school or city officials.

Explain the *O SAE Can You See* process to students (Student Resource 1). View a small sample of selected 35 mm slides to practice skills of observation, speculation, analysis, and evaluation of geographic landscapes.³ Ask students to observe silently a slide noting details and features in the landscape according to the *O SAE Can You See* rubric.

Then, allow students to describe what they see. Sometimes, it helps to have students do simple sketches of landscapes. Some students will begin the speculation step at this point. Allow students to begin to hypothesize about what they are observing. They may suggest where the landscape is located, what is happening there, and they may raise questions about various features or characteristics of the landscape. Allow

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

³ Any slides that include a variety of landscapes will suffice.

each student to talk with a partner about what they see and perceive before asking them to explain themselves to the whole group.

Next, ask students to analyze what they see. Explain that this step usually requires some study or research to answer some of the questions raised. Finally, introduce the idea of evaluating the landscape. Students often do this naturally. They may say that they like or dislike what they see. Ask them to explain their perceptions. Again, students may want to discuss their ideas in pairs or small groups before you encourage discussion among the entire class.

It is also important to raise questions about the process of observation itself. How do we know if we are objective as we observe these images? Is what we *see* the whole story? How do we know if what we see is true? Did everyone see the same things in the slides? Why? Why not? You should try to help students recognize that individual differences and experiences affect our perceptions of places. This recognition sets the stage for understanding differences in perceptions about friendly places or dangerous places. After students have practiced critically observing geographic landscapes, they will analyze landscapes of their own city or town.

Ask students to respond to the images they have seen. They may write, draw, or role-play their reactions to the different landscapes. Students may use journals to record written or sketched reactions to one or two of the slides. Some students might choose to do a role-play of their reactions. Samples of these reactions can be returned for review at the end of the lesson series to see if their attitudes have changed.

Mapping their route to and from school also helps students to examine their perceptions of known landscapes. By using different colors, they can show what parts of the route they experience as safe, unsafe, neutral, or enjoyable. Working in pairs, can talk with one another about their personal journey to school through known landscapes.

Activity Two

Begin this activity by asking students to reflect on what they mean by *safe* and *unsafe* places. Working in pairs, students can brainstorm a list of places they think are safe or unsafe. Ask each pair to explore the idea of whether there are spaces that are gendered. These can be spaces at school, in the neighborhood, or in the city or town. Are there places that are female places or male places, or both? Using a three-column worksheet (Student Resource 2), ask the students to generate a list of spaces and places they associate as safe or unsafe, and whether these places are associated with females, males, or both. Pose the following questions to the students:

- *What kinds of places were listed as safe or unsafe? Why?*
- *Which list is longer? Why?*
- *What kinds of spaces or places did they think were female? What kinds were male? What makes them that way?*
- *What does it mean if a girl goes into a place that is a boy's place and conversely?*

- *Are there any costs associated with doing this, e.g., to one's reputation or friendships?*

Now students should be ready to analyze landscapes that are familiar to them in a whole-group setting. Using slides from the students' community, ask students to rate places using Student Resource 3. There are columns for *safe places* and *unsafe places* as well as columns for their preference for going to each place. You may also wish to use the term *dangerous* if it is appropriate for your students. Suggested visuals include pictures of the school neighborhood, crowded school halls, the school cafeteria, restrooms, streets and roads, malls and shops, other business areas, alleys, parks, playgrounds, churches, youth centers, and residential areas. Please note that it may be necessary to caution students about making statements about places in the slides that are hurtful to other students. Explain the concept of *pride of place* and tell them that most of us have feelings of belonging and of pride about our home places. We often overlook the qualities that may be unattractive to others. Therefore, it is very important that we be respectful and tactful when talking about places, just as we should be respectful and tactful when we talk about other people.

For contrast, you might wish to add bodies of water, wooded areas, or other cultures. You may also want to have students make annotations about each picture as they view them. Ten to 15 slides are a suggested number of visuals. If a projector is not available, you could make sets of snapshots and have students work in small groups with them. A useful strategy for controlling discussion and including all students is to pass out colored chips or tokens at the beginning of the discussion. Instruct students that each one of them may speak only once during the discussion, and then he or she must give up his or her token. This causes students to share discussion time and to contribute only their most important thoughts.

After students discuss their perceptions of the landscapes, tabulate student response data for each landscape according to a student's gender, or age, or ethnic group. Analyze the data for differences in perceptions between groups: females and males; students and adults; and rural and urban. Look for other patterns as well. Lead a discussion with the following questions:

- *Do perceptions change according to the time of day? When a student is alone or with a group?*
- *Are some kinds of places perceived the same way by all students?*
- *Are the reasons for their perceptions always the same?*
- *What places were safe for boys? What places were safe for girls? Explain any differences.*
- *Are some places unsafe or uncomfortable for all young people?*
- *Are places designed in ways that exclude some people?*
- *If girls find some places unsafe, how does this affect their opportunities and mobility?*

It would also be useful to introduce questions about other groups' perceptions of these images. How might older people or different ethnic groups see them? If

students have copies of the slides, they may survey parents or grandparents, for example. Discuss these findings.

Using the data they generate, students can create bar graphs for each slide using the categories *safe, unsafe, or dangerous, comfortable* according to the variables they select, e.g., boys, girls, men, women, older people. Students could also respond by writing how they think a girl or a boy, a Caucasian, an African-American, a Hispanic, or an Asian might perceive this landscape. Other students might sketch their perceptions of the place or role-play the different ways people perceive and respond to different landscapes.

Ask students to write a short essay on the places they like best and in which they feel most comfortable. They should list and describe the meanings they attach to different places and tell if there are places where girls cannot go because they are girls. Are there places youth cannot go or should not go because they are youth? What needs to change either in the landscapes themselves or in people's perceptions of landscapes to open up places to people? What must change for people to find comfort in unfamiliar landscapes? To what extent are barriers to spaces or places real or the perceptions of those on the *outside*? To what extent is an individual's freedom of mobility restrained because of these barriers?

If time and resources permit, students can use disposable cameras or cameras with 35mm film to take pictures in their home environments. Students should photograph the following:

- A favorite place
- A place they do not like
- A place that frightens them (this may require the presence of an adult, or other persons to accompany the student)
- Places that have special meaning to them

Display student photos on bulletin boards, through slide shows or as a computer presentation. Students may also prepare written interpretations of their photos. If doing a slide show, they may wish to prepare audiotapes and written scripts for the pictures. If it is possible, have their film developed and digitized to floppy disks. The student can then use their photographs to create a slide show on computers.⁴

⁴ A source of 35mm film and a free photoworks program is available from Seattle FilmWorks, P.O. Box 34056, Seattle, WA 98124-1056, e-mail: <cs@filmworks.com>, or <<http://www.filmworks.com>>. Most film labs offer digital products.

EVALUATING THE ACTIVITY:

On the basis of what students have observed, speculated, analyzed, and evaluated, they can:

1. Create picture postcards of their environments in which they show good places or bad places; safe places or dangerous places; places that limit or restrict girls or are perceived as unsafe; or ideal places that would be comfortable for children, women and girls, young people, or students. If students have discovered places in their community that are frequently perceived as negative spaces, they may want to mail their postcards to appropriate school or city officials.
2. Write a persuasive letter to a local official, school principal, or the chamber of commerce about environments they consider unsafe, undesirable, or uncomfortable. Explain what they learned as a result of this study. They should specifically mention places and spaces that are unfriendly to children, girls, and women.

EXTENSION ACTIVITIES:

Students can:

- Survey adults in their communities rating a set of photos with Student Resource 3 and analyzing for gender differences. Do adult women and men perceive places the same way girls and boys did?
- Write about, map, or role-play how they negotiate the spaces they inhabit. Are there places in their daily environments in which they feel unsafe, but through which they must travel? Are girls as willing as boys to traverse unfamiliar or uncomfortable spaces? How do they negotiate this terrain?
- Write about an ideal place. What kinds of places would they like to experience? How would they like to change their present environments? Would their ideal places be the same for boys and girls? Why or why not?
- Display or present their products (photographs, drawings, skits, essays) to individuals in positions of power or authority in the community, such as school principals, or the city planning commission.
- Compare their perceptions of their home communities over time or space. Gather data and materials that give voice to children in other cultures or in other historical periods. For example, find historical accounts of young people who lived in their city. Have perceptions changed? Did girls and boys view places the same way in those other places and times? Do the same for other cities or countries.

Student Resource 1**O SAE CAN YOU SEE RUBRIC⁵**

Use this simple process for analyzing landscapes:

O stands for OBSERVE

S stands for SPECULATE

A stands for ANALYZE

E stands for EVALUATE

OBSERVE

In the field or by looking at pictures of landscapes, you should begin to refine your skills of *observation*. Ask yourself a set of observational questions. What kind of place is this? What is it like there? Can you list the things in the landscape? Sometimes asking children to quickly sketch what they see helps them to see more. Has everyone seen the same things? Why or why not? How do our previous experiences or our differing perceptions affect what we observe? Practice this skill so that you learn to see more and to understand more of what you see.

SPECULATE

In this step we begin to hypothesize about what we see in an attempt to make the landscape meaningful. Many of you automatically begin to do this. You may make educated guesses about what is going on (or not going on) in the landscape. You may be able to figure out where a place is or what it's like from your own prior experiences or from clues you see.

ANALYZE

This is the study or research stage of our process. Questions raised by our speculations should be answered here. To completely *read* the landscape, we must go beyond what appears on the surface and dig a little deeper in the library or in geography books.

EVALUATE

In the final step we begin to make value judgments about the landscape. Often you will do this unconsciously by asking questions such as: Are these places good, safe, useful, or worthwhile for girls and boys, men and women, children and adults? Is this land used well? Does this place look as if it is fair to all people? Is there any evidence of social or environmental injustice?

⁵ Salter, C. L. 1995. So, You want to Read a Landscape. Chapter 6 in *Spaces and Places: A Geography Manual for Teachers*. Washington, DC: Geographic Education National Implementation Project, pp. 73-78.

Student Resource 2

SAFE AND UNSAFE PLACES

Make a list of places you consider safe and unsafe in your community. Then identify whether those places are associated with male, female or both male and female activities. Place a check mark in the appropriate box.

[illegible]

Student Resource 3

PLACES AND SPACES RATING SCALE

As you look at the landscapes from your community, record your reactions. In the first column, write the number of the landscape picture. Put a check mark in the columns to show if you think this place is safe or not safe. Write the word *yes* or *no* in the "Would I go there?" column. Finally, after viewing all the photographs, rank them in order of preference.

[illegible]



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POLLS, PERCEPTIONS AND POVERTY

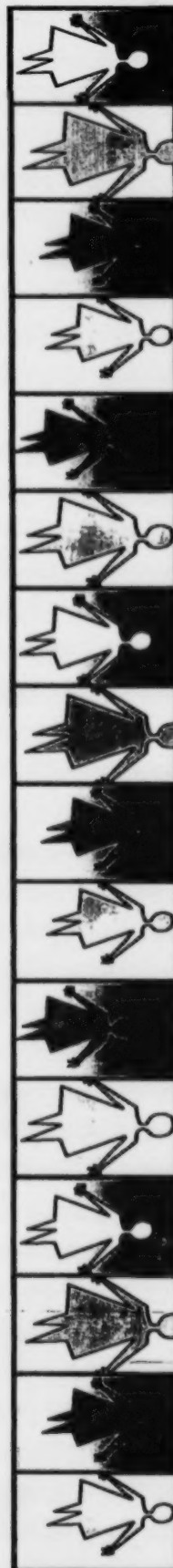
by Jennifer Kunze

*Analyzing state-wide voting trends,
examining reasons why people stay away
from the polls, and providing ways for students
to get involved in voter registration*

TITLE NO.

16

213



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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POLLS, PERCEPTIONS, AND POVERTY¹

INTRODUCTION:

Voting is one of the greatest responsibilities of a U. S. citizen. The privilege is one that is not universal around the world. It is not even one that was universally granted to all U.S. citizens. Women in the U.S. were not given the right to vote until 1920 when the Nineteenth Amendment was ratified. Men of color were given the right to vote in 1870 with the Fifteenth Amendment. However, for decades to come, minorities were unable to vote because of state laws passed with the intent of keeping them from the polls. It was almost one century later when the Voting Rights Act of 1965 finally prohibited voting discrimination in federal, state, and local elections.

In spite of the history, some citizens take this privilege for granted by not voting or even registering. For example, a recent *Minneapolis Star Tribune* article scrutinized voter turnout, rankings, and demographics.² The result of the study showed a strong relationship between electoral participation and economic conditions. According to the *Minneapolis Star Tribune*, "it is just another example of how growing economic disparities are translating into unequal power and a downward spiral for those on the bottom." The consequences for those who do not vote can be very dire.

This lesson will examine voting trends in the United States to get an idea of who votes, when, and why. This lesson makes connections for students between social class and voting and asks them to ponder the effects. It makes connections between an individual's regional geographic location, perceptions, and voting behavior. Graphically, this learning module asks students to analyze voter data by gender and other social factors to examine the characteristics of voters versus non-voters. These skills make connections between citizenship and basic geographic literacy.

OBJECTIVES:³

Knowledge

1. Become knowledgeable of voting patterns in the United States.
2. Discuss how an individual's gender, age, income, ethnicity, employment status and location of residence within a major U.S. region affect her or his voting patterns.

Skills

1. Conduct Internet searches.
2. Analyze voting statistical charts.
3. Ask geographic questions pertaining to *location* and *place*.

¹ Jennifer Kunze, Jefferson High School, Bloomington, Minnesota, originally developed this lesson. It has been edited and revised by Rickie Sanders, Temple University, Philadelphia, Pennsylvania.

² Smith, Dane. 1995. Does Poverty Keep People from the Polls? *Minneapolis Star Tribune*, April 10.

³ These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

Perspectives

1. Understand reasons why people do not vote and the consequences of not doing so.

RESOURCES:

- Student Resource 1: VOTING-AGE POPULATION, PERCENT REPORTING REGISTERED, AND VOTED: 1980-1996.
- Student Resource 2: DOES POVERTY KEEP PEOPLE FROM THE POLLS?⁴

IMPLEMENTING THE ACTIVITY:**Activity One**

Begin the learning activity by having students brainstorm why people do not vote. Have each student write in his or her notebooks what voting means to him or her (freedom, voice, etc.) Using the turn taking method (chip method), have each student summarize out loud what voting means for her or him.

Hold a brief discussion on voting in the U.S. This discussion can be an historical overview of the legislation pertaining to voting or a discussion of the events prompting each piece of legislation. Ask the students the following question:

- *What are the qualifications for voting in the U. S.?*
(18 years old, citizen, mentally sound, no convictions for serious crimes)

Pass out Student Resource 1, a table on voting found in the 1998 Statistical Abstract of the U. S.⁵ While students examine the table and begin the task of becoming familiar with and drawing conclusions from what is presented, pose the following three questions:

- *Of the approximately 270 million people in the U.S., how many are eligible to vote?* (In 1996, this number was approximately 193 million.)
- *How many of those 193 million people are registered to vote?* (In 1996, approximately 66 percent were registered to vote during a presidential election year. In 1994, approximately 62 percent were registered for the congressional elections.)
- *How many registered voters actually voted in the 1994 congressional elections?* (Approximately 45 percent.)
- *How many registered voters actually voted in the 1996 presidential elections?* (Approximately 54 percent.)

⁴ An article that is more local and that seeks explanations for *not* voting might work just as well.

⁵ Students may access the most current table at <<http://www.census.gov/population/www/socdems/voting.html>>.

Discuss the discrepancy in numbers between registered and non-registered voters as well as registered and actual voters. Have students observe differences in voting patterns based on an individual's gender, ethnicity, education, geographic location and employment status. Pair the students and ask them to make a list in their notebooks of ten reasons people might have for not voting. Next, have them rank these from one to ten in the order they feel is most important. If desired, these reactions can be shared with the class. Following this, ask students what the consequences are for non-voting people. Make a list of the students' responses and post them on the chalkboard.

Activity Two

Pass out copies of Student Resource 2, an article entitled "Does Poverty Keep People from the Polls?" Allow students to read it in class. When they are done, have them compare their lists of reasons people give for not voting with those outlined in the article. Students should add reasons from the article that they did not include on their lists.

Activity Three

Split students into eight groups. Using the Internet, have each group access the most recent table on voting patterns found at the United States Census website, <<http://www.census.gov/population/www/socdemo/voting.html>>, or use Student Resource 1 as an alternative.

Assign each group one of the following demographic characteristics to study.

- Race and ethnicity
- Gender
- Age
- Geographic Region
- Education
- Labor force participation

Provide each group with a poster board and have them construct a bar graph that displays basic data for their assigned characteristic with voting data. For instance, for the *gender* characteristic, have student indicate number of persons, percent registered, percent voted in the 1994 elections according to the categories *male* and *female*. Have each group select a spokesperson to present the results of the bar graph to the class. Display the graphs on the wall. Ask students to further speculate why some populations do not vote as frequently as others. Continue to add to the list of reasons why people may not vote, and how those reasons are associated with an individual's gender, age, location of residence within a specific region in the United States, employment status, and education. Identify associations among the data and geographic regions. Discuss the influence of perception on a person's decision to vote and how perceptions vary by an individual's experience as a mother, an unemployed man, an 18-year-old, or a Southerner.

EVALUATING THE ACTIVITY:

Ask students to develop a campaign that will help increase the percentage of voters among those populations that are not well represented in the polls. Students may be aware of a nation-wide campaign called "Rock the Vote," which is designed to encourage young voters to register their opinion in the polls. Encourage them to visit a website outlining this campaign at <http://www.rockthevote.org>. Alternatively, have them consult other websites devoted to these kinds of campaigns devoted to women at <http://www.feminist.org/other/vote/ywomen.html>, and <http://www.lwv.org/~lwvus/decout.html>.

EXTENSION ACTIVITIES:

- Ask students to analyze information in Student Resource 1 historically.
- Consider inviting a spokesperson from the League of Women Voters to speak to the class about the organization, its history, and its purpose. Before the speaker comes, show the class or let the students investigate the League website, <http://www.lwv.org>.
- Locate information about voting trends in your state by county. Ask students to analyze the information according to income, age, ethnicity, location, and employment.
- Ask students to research where a person registers to vote in their community. Have them gather information about the voting districts in their community by geographic location, gender, age, income, and education. Ask them to analyze geographic patterns and relationships.

Student Resource 1

VOTING-AGE POPULATION, PERCENT REPORTING REGISTERED, AND VOTED: 1980-1996

No. 483. Voting-Age Population, Percent Reporting Registered, and Voted: 1980 to 1996

(As of November. Covers civilian noninstitutional population 18 years old and over; includes aliens. Figures are based on Current Population Survey (see text, Section 1, and Appendix III) and differ from those in Table 485 based on population estimates and official vote counts.)

CHARACTERISTIC	VOTING-AGE POPULATION (mil.)								PERCENT REPORTING THEY REGISTERED								PERCENT REPORTING THEY VOTED							
									Presidential election years				Congressional election years				Presidential election years				Congressional election years			
	1980	1984	1988	1990	1992	1994	1996		1980	1988	1992	1996	1982	1988	1990	1994	1980	1988	1992	1996	1982	1988	1990	1994
Total ¹	157.1	170.0	173.9	178.1	182.1	185.7	190.3	193.7	58.9	66.5	68.2	65.9	64.1	64.3	62.2	62.0	59.2	57.4	61.3	54.2	48.5	46.0	45.0	44.8
18 to 20 years old	12.3	11.2	10.7	10.7	10.8	9.7	10.3	10.8	44.7	44.9	48.3	45.6	35.0	35.4	35.4	37.2	35.7	33.2	38.5	31.2	19.8	18.6	18.4	16.5
21 to 24 years old	15.9	16.7	15.7	14.8	14.0	14.6	14.9	13.9	52.7	50.6	55.3	51.2	47.8	46.6	43.3	45.5	43.1	38.3	45.7	33.4	28.4	24.2	22.0	22.3
25 to 34 years old	35.7	40.3	41.9	42.7	42.7	41.6	41.1	40.1	62.0	57.8	60.6	56.9	57.1	55.8	52.0	51.5	54.6	48.0	53.2	43.1	40.4	35.1	33.9	32.2
35 to 44 years old	25.6	30.7	33.0	35.2	37.9	39.7	41.9	43.3	70.6	69.3	69.2	66.5	67.5	67.9	65.5	63.3	64.4	61.3	63.6	54.9	52.2	49.3	48.4	46.0
45 to 64 years old	43.8	44.3	44.8	45.9	46.9	49.1	50.9	53.7	75.8	75.5	75.3	73.5	75.6	74.8	71.4	71.0	69.3	67.9	70.0	(NA)	62.2	58.7	55.9	56.0
65 years old and over	24.1	26.7	27.7	28.8	29.9	30.8	31.1	31.9	74.6	78.4	78.0	77.0	75.2	76.9	76.5	75.6	65.1	68.8	70.1	(NA)	59.9	60.9	60.3	60.7
Male	74.1	80.3	82.4	84.5	86.6	88.6	91.0	92.6	66.6	65.2	66.9	64.4	63.7	63.4	61.2	60.8	56.1	56.4	60.2	52.8	48.7	45.8	44.6	44.4
Female	83.0	89.6	91.5	93.6	95.5	97.1	99.3	101.0	67.1	67.8	69.3	67.3	64.4	65.0	63.1	63.2	59.4	58.3	62.3	55.5	48.4	46.1	45.4	44.9
White	137.7	148.8	149.9	152.9	155.6	157.8	160.3	162.8	68.4	67.9	70.1	67.7	65.6	65.3	63.8	64.2	60.9	59.1	63.8	56.0	49.9	47.0	46.7	46.9
Black	16.4	18.4	19.0	19.7	20.4	21.0	21.8	22.5	60.0	64.5	63.9	63.5	58.1	64.0	58.8	58.3	50.5	51.5	54.0	50.6	43.0	43.2	39.2	37.0
Hispanic ²	8.2	9.5	11.8	12.9	13.8	14.7	17.5	18.4	36.3	35.5	35.0	35.7	35.3	35.9	32.3	30.8	29.9	28.8	28.9	26.7	25.3	24.2	21.0	19.1
Region ³																								
Northeast	35.5	36.9	37.3	37.9	38.1	38.3	38.4	38.3	64.8	64.8	67.0	64.7	62.5	62.0	61.0	60.9	58.5	57.4	61.2	54.5	49.8	44.4	45.2	45.2
Midwest	41.5	42.1	42.8	43.3	43.9	44.4	44.5	45.2	73.8	72.5	74.6	71.6	71.1	70.7	68.2	68.7	65.8	62.9	67.2	59.3	54.7	49.5	48.6	48.8
South	50.6	57.6	59.2	60.7	62.4	63.7	66.4	68.1	64.8	65.6	67.2	65.9	61.7	63.0	61.3	60.7	55.6	54.5	59.0	52.2	41.8	43.0	42.4	40.5
West	29.5	33.4	34.6	36.2	37.7	39.3	41.0	42.1	63.3	63.0	63.6	60.8	60.6	60.8	57.7	58.1	57.2	55.6	58.5	51.8	50.7	48.4	45.0	46.4
School years completed:																								
8 years or less	22.7	20.6	19.6	19.1	17.7	15.4	14.7	14.1	53.0	47.5	43.9	40.7	52.3	50.5	44.0	40.1	42.6	36.7	35.1	28.1	35.7	32.7	27.7	23.2
High school:																								
1 to 3 years	22.5	22.1	21.4	21.1	21.0	⁴ 21.0	⁴ 20.7	21.0	54.8	52.8	⁴ 50.4	47.9	53.3	52.4	47.9	⁴ 44.7	45.6	41.3	⁴ 41.2	33.8	37.7	30.8	30.9	⁴ 27.0
4 years	61.2	67.8	68.6	70.0	71.5	⁴ 65.3	⁴ 64.9	65.2	66.4	64.6	⁴ 64.9	62.2	62.9	62.9	60.0	⁴ 58.9	58.9	54.7	⁴ 57.5	49.1	47.1	44.1	42.2	⁴ 40.5
College:																								
1 to 3 years	26.7	30.9	33.0	34.3	36.3	⁴ 46.7	⁴ 50.4	50.9	74.4	73.5	⁴ 75.4	72.9	70.0	70.0	68.7	⁴ 68.4	67.2	64.5	⁴ 58.7	60.5	53.3	49.9	50.0	⁴ 49.1
4 years or more	24.0	28.6	31.3	33.6	35.6	⁴ 37.4	⁴ 39.4	42.5	64.3	63.1	⁴ 64.8	60.4	79.4	77.8	77.3	75.3	79.9	77.6	⁴ 81.0	73.0	66.5	62.5	62.5	⁴ 63.1
Employed	95.0	104.2	108.5	113.8	115.5	118.3	122.6	125.6	68.7	67.1	69.9	67.0	65.5	64.4	62.6	62.9	61.8	58.4	63.8	55.2	50.0	45.7	45.1	45.2
Unemployed	6.9	7.4	6.5	5.8	6.7	8.3	6.5	6.4	50.3	50.4	53.7	52.5	49.8	50.6	44.6	46.4	41.2	38.6	46.2	37.2	34.1	31.2	27.9	28.3
Not in labor force	55.2	58.4	58.8	58.5	59.9	61.1	61.2	61.6	65.8	67.2	66.8	65.1	64.3	65.4	63.4	61.9	57.0	57.3	58.7	54.1	48.7	48.2	46.7	45.3

¹ Includes other races not shown separately. ² Hispanic persons may be of any race. ³ For composition of regions, see map, inside front cover. ⁴ Represents those who completed 9th to 12th grade, but have no high school diploma. ⁵ High school graduate. ⁶ Some college or associate degree. ⁷ Bachelor's or advanced degree.

Source: U.S. Bureau of the Census, Current Population Reports, P20-453 and P20-466; and unpublished data.

Source: U.S. Bureau of the Census. 1998. *Current Population Reports*, p. 20-466; and unpublished data; consult <<http://www.census.gov>>.

Student Resource 2

DOES POVERTY KEEP PEOPLE FROM THE POLLS?

Some low-income areas in Minnesota appear to be committing political suicide.

In the impoverished state House district on Minneapolis' near North Side, which had the highest poverty rate and ranked next to last in average income among the state's 134 House districts, fewer than 9,000 people voted in 1992.

A few miles to the southwest in affluent Edina, in the district that ranked second-highest in income and among the lowest in poverty, almost 23,000 voted, the state's highest turnout.

Although both districts have virtually equal populations and equal representation in the Legislature, the Edina district had 2 1/2 times the impact on the residential race in Minnesota that year. In the 1994 election, when a governor and U.S. senator were elected, the turnout and impact gap between the two districts widened even more, to about 4-to-1.

A *Star Tribune* analysis, which combines recent turnout rankings with demographics, shows a strong relationship between participation and economic conditions. The turnout rankings were prepared by a House sub-committee that oversees election law.

Secretary of State Joan Grove said that pattern long has been suspected but that the analysis demonstrates the need to make the voting booth as accessible as possible. Grove is proposing legislation to allow voters to cast absentee ballots without stating a reason. She is pushing a bill that would send a sample ballot and election information to every household before primary and general elections.

"The challenge is: How are we going to involve those [low-income] people in the process?" Grove said, "in many cases, they are concerned about how they're going to survive, and politics and elections are not on the top of their agenda."

Social justice activists say it's yet another sign that growing economic disparities are translating into unequal political power and a downward spiral for those on the bottom.

"Poor people feel neglected, and they doubt they'll be listened to, so they don't vote, and when they don't vote, they are neglected and not listened to," said Brian Rusche, director of the Joint Religious Legislative Coalition, which is pushing for minimum-wage increases and protection of welfare benefits.

Political scientists generally are wary of declaring a direct correlation between income and likelihood to vote. The academic studies usually suggest that education and various other factors affecting civic consciousness and community spirit may be as important as income.

But with the attainment of education increasingly linked to income, the distinction may be losing relevance. The patterns in the last two elections, at least at the extremes, is [sic] startling.

For instance, the 10 House districts with the highest turnout in 1992 were among the top 14 in average per-capita income and near the bottom in the percentage of people living in poverty. Seven of the 10 are represented by independent Republicans.

Similarly, the four districts with the lowest turnout had the highest percentages of citizens living in poverty.

Has it always been thus? Parallel statistics for past years are not readily available, and legislative district boundaries change appreciably every decade. But a peek at the past suggests that the disparities and the income relationship were there.

Although inner-city districts still tended to have lower turnout in 1972, the highest turnout then was not suburban but rather a rural

district covering Goodhue and Wabasha counties in southeastern Minnesota.

Nancy Zingale, a political science professor at the University of St. Thomas and an expert on voter participation, warns that such numbers may be interesting but that care should be exercised in assigning a solid correlation.

While a "connection between turnout and wealth is pretty well established," Zingale said, "education may be an even more important factor."

The most dramatic contrast applied to a relatively small number of districts at the extremes of turnout and income rankings.

Turnout actually was fairly stable for most House districts; rankings show that it ranged between 15,000 and 20,000 in the 114 districts between the top 10 and bottom 10. Most of these districts have a mix of high and low incomes, not the dramatic disparity that exists between central-city and southwest suburban communities.

Turnout figures also can vary widely due to specific circumstances in local races or the national mood.

⁹¹ Smith, Dane. 1995. Does Poverty Keep People from the Polls? *Minneapolis Star Tribune*, April 10. Reprinted with the permission of the *Star Tribune*, Minneapolis-St. Paul.

FINDING A WAY

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AIN'T I A WOMAN?

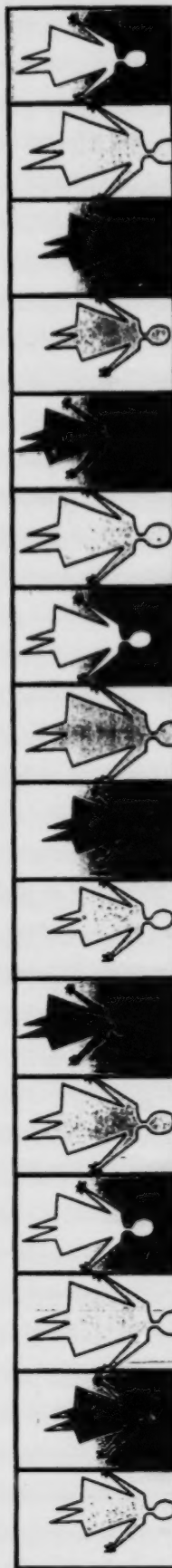
by Elizabeth Garber Lewis

*Students examine the Underground Railroad,
asking questions such as: Did men and women
have different perceptions of risk? How did
action lead to conflict and cooperation?*

TITLE NO.

17

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FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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AIN'T I A WOMAN?¹

INTRODUCTION:

The Underground Railroad was a dramatic protest against slavery in the United States which was carried out without a central leader or organizing body. It was an informal system in which diverse people helped enslaved people escape to freedom. People who helped enslaved people to escape risked the safety of their homes and families, while runaways risked their lives. A gender-conscious study of the people who participated in this secret coalition raises the following questions: Did women and men have different perceptions of risk taking, of interacting with the environment, and of migrating? How did their perceptions influence their actions? How did these actions lead to conflict and to cooperation?

Ain't I A Woman? Gender in the Underground Railroad engages students in an interdisciplinary quest to answer these questions. This week-long learning activity is an extension of material that is usually included in United States History or African-American History classes. Students are challenged to take a different look at the Underground Railroad by listening to the voices of the famous and the obscure, by considering how gender affects risk taking and use of space, and by recognizing conflict and cooperation across gender and racial lines.

OBJECTIVES:²**Knowledge**

1. Explain the major characteristics of the Underground Railroad and of the people who used and organized this system.
2. Describe the lives of Harriet Tubman and Sojourner Truth.
3. Identify gender differences in risk taking.
4. Identify gender differences in use of space.

Skills

1. Read historical documents for specific information.
2. Analyze a historical song for geographical information.

Perspectives

1. Appreciate qualities of leadership and risk taking in historical and contemporary contexts.
2. Recognize the importance of building coalitions among diverse people.

¹ This lesson was developed by Elizabeth Garber Lewis, Donegal Middle School, Marietta, Pennsylvania. It has been revised by Amy Cohen, Abington Junior High School, Abington, Pennsylvania.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

RESOURCES:

- Student Resource 1: United States map and map transparencies
- Student Resource 2: Narrative Data Collection Sheet
- Student Resource 3-6: SLAVE NARRATIVES
- Student Resource 7: A Brief Biography of Sojourner Truth (1797 – 1883)
- Student Resource 8: Sojourner Truth's "Ain't I A Woman?" Speech
- Student Resource 9: Race to Freedom Video Guide
- Video, *The Race to Freedom*³
- Transparency markers

IMPLEMENTING THE ACTIVITY:

Ask students to write a journal response to the question "What does risk mean to you?" Pair students to share their responses and then invite groups to share their definitions of risk. Develop a class consensus around a definition and write it on the chalkboard. Then ask students to list three places in their journals where they would be taking a risk to travel to alone. Have students compare responses in groups of four or five students. Students should identify similarities and differences in their lists and note any gender patterns, e.g., are boys willing to go places farther from home than girls? Have each group present their findings and write conclusions on the chalkboard near their definition of risk.

Activity One

Assign each student a partner (boy-girl if possible). Distribute to each pair a narrative data collection sheet (Student Resource 2), a United States map and transparency (Student Resource 1) and an overhead pen. Distribute a narrative of an enslaved person to each pair (Student Resources 3-6). Model the activity by having the class read one narrative together, then fill out the data collection sheet and mark a United States map on transparency using the overhead projector. Provide time for each pair to read their narrative, fill out the chart, mark the map, and prepare a three-minute presentation about what they read.

As each pair makes presentations, students should complete their data collection sheets and mark approximate routes on their maps. Lead a discussion analyzing the data revealed on the charts. Have students determine the average age, gender, and distance traveled. Highlight the reasons slaves gave for running away and the richness of their personal stories. Tell students most runaways were men between the ages of 16 and 35. Ask why this group would be the most willing or able to take such a risk. They should recognize that men in that age range tend to be in their top physical condition and that women in a similar age range were likely to have had dependent children who made flight much less possible.

³ "Race to Freedom" (order number XN109V-10VHS \$29.95) is available through Social Studies School Service, 10200 Jefferson Blvd. #1711, PO Box 9802, Culver City, CA, 90232-0802.

Activity Two

Once students have determined who was most likely to use the Underground Railroad, they will then learn more about how enslaved people used the system. Have students brainstorm ways in which they think information may have been passed, keeping in mind that most enslaved people could not read or write. Once students have shared responses, indicate that songs were often used to pass information. Remind students of the importance of the North Star in night travel and of finding rivers that would lead north. Discuss how runaways could throw off tracking dogs.

Distribute the lyrics to "Follow the Drinking Gourd" (if available).⁴ Tell students that the song gave coded information about traveling north. Have students read the lyrics carefully, listing geographic or travel clues that they find. Then have pairs of students consult a United States physical map to try to associate lyrics with specific places. On a large wall map, show that "The river ends between two hills" refers to the Tombigee River, and "There's another river on the other side" explains how to get to the Tennessee River from the Tombigee. "Where the great big river meets the little river" refers to the Ohio River, the border that separated freedom from slavery prior to the Fugitive Slave Law.

Activity Three

Ask students to think about what is meant by the term "leader" and what qualities make a leader. Then, ask them to recall leaders from United States history and generate a class list. Most likely, the majority of leaders they name will be white men. Indicate that although most recognized leaders in United States history have been white men, they will be learning about two African-American women who ascended to positions of leadership despite their gender, race, and enslavement. Share the stories of Harriet Tubman and Sojourner Truth through video or text.⁵ A brief biography of Sojourner Truth is found in Student Resource 7. Distribute copies of Sojourner Truth's famous "Ain't I a Woman?" speech of 1851 (Student Resource 8). Students should write a journal entry or short essay reflecting on risk taking and leadership as exemplified in the lives of Sojourner Truth and Harriet Tubman.

Activity Four

Bring in several news articles or clips from the recent television news and ask if each of these current events illustrates gender conflict, gender cooperation, racial conflict, or racial cooperation. Have students brainstorm examples of each of these from their community, school, neighborhood or family. Introduce students to the idea of gender differences in the use of space. Use examples of familiar places (e.g., the mall, the cafeteria) to personalize this concept.

⁴ Lyrics to "The Drinking Gourd" are available in Purves, Alan (ed). 1993. *Tapestry: A Multicultural Anthology*. Paramus, New Jersey: Globe Book Company.

⁵ See for example The Heritage Series. 1996. *The Life and Times of Sojourner Truth*. Grand Rapids, Michigan: Candace Press. In addition consult other videos or materials about Harriet Tubman and Sojourner Truth that come with many social studies textbooks.

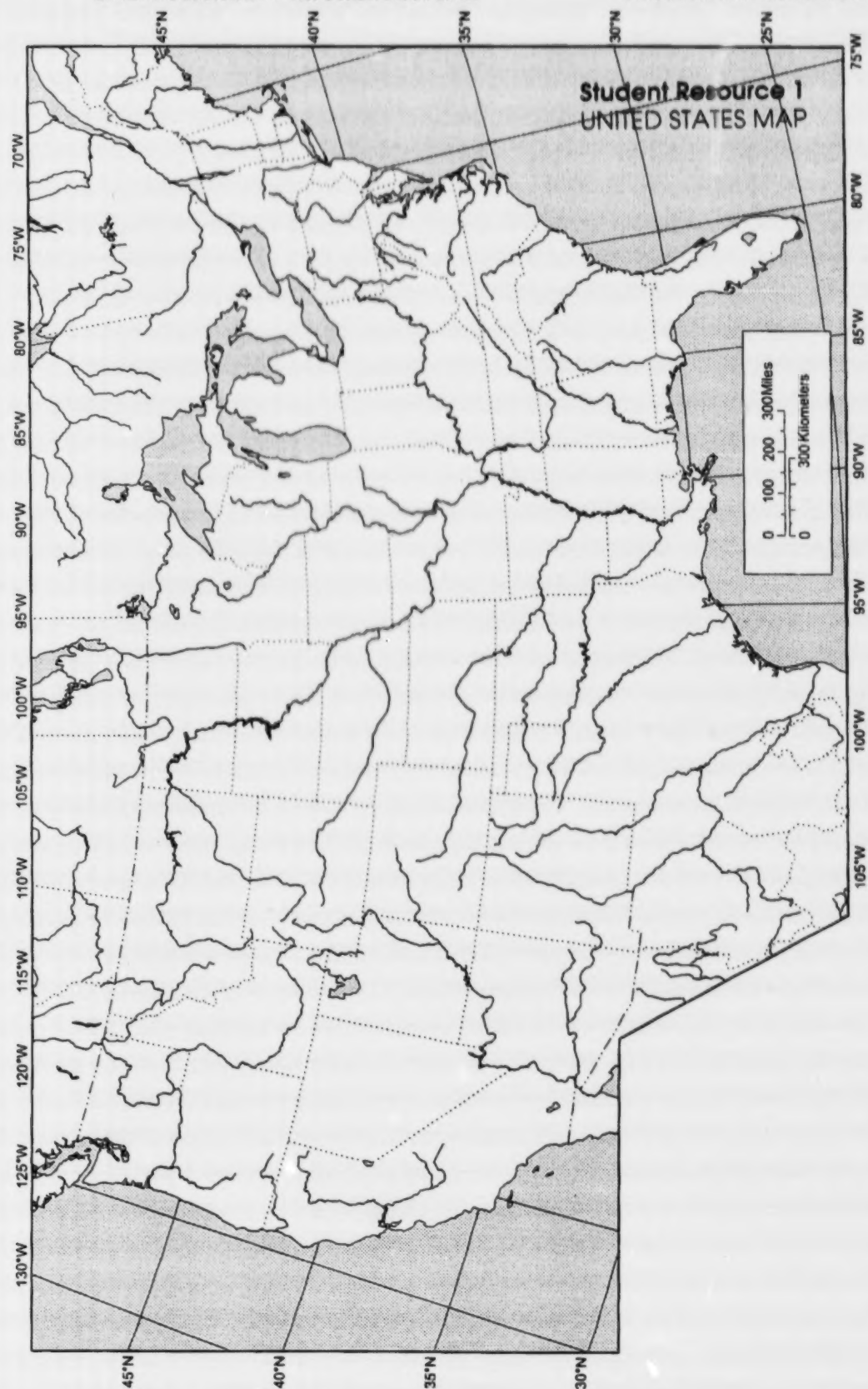
Tell students they will be integrating what they have learned about risk taking, leadership, and the Underground Railroad by watching a video entitled *Race to Freedom*. As they watch the video, they should be jotting down examples they see of conflict and cooperation along racial and gender lines. They should also note examples of risk taking, leadership, and gender differences in uses of space.

EVALUATING THE ACTIVITY:

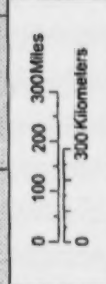
Students will write an essay tracing the story of one character from the video *Race to Freedom*. This essay must discuss issues of risk taking, leadership, racial and gender conflict or cooperation, and gender difference in use of space. Essays will be evaluated based on clarity, mechanics, and depth of understanding of the central concepts.

EXTENSION ACTIVITIES:

- Find out more about the night sky and how to find the North Star.
- Create a play based on the life of Harriet Tubman or Sojourner Truth.
- Research the abolition movement, slavery, and/or the Underground Railroad in the local area.



Student Resource 1
UNITED STATES MAP



National Council for Geographic Education
16A Leonard Hall
Indiana University of Pennsylvania
Indiana, PA 15705-1087
ph. (724) 357-6290 email ncge-org@grove.iup.edu



Student Resource 2**NARRATIVE DATA COLLECTION SHEET**

Directions: As you read the narrative by an enslaved person, look for information that is noted in the chart. Record the information. Map the journey on your map of the United States and on the blank transparency map that you have been given. Then, be prepared to summarize this information for the class. Also, briefly recapture this person's story. As other groups make presentations, you are expected to record their information as well both on this chart and on your student map. We will compare our findings when all presentations are finished.

Name / Date	Gender / Age	Starting Point / Connecting points	Endpoint / Distance	Interesting Details
Jim Bow-Legs-1855	male-young	Georgia	Philadelphia	Indian Father / napping

Summarize your conclusions based on all the data in this chart.

Summarize your conclusions about the routes drawn on your map.

For homework, write a narrative in your journal that represents the data we collected and the routes that we mapped. Your narrative should be a composite that includes the name of your runaway, date, gender, age, starting point, ending point, and a story with rich detail. You may illustrate it if you like.

Student Resource 3**NARRATIVE OF JOHN HALL AND MARY WEAVER⁶**

April 27, 1855. John Hall arrived safely from Richmond, VA. In Richmond, he was owned by James Dunlap, a merchant. John had been sold several times and as a result, he was very aware of the consequences of being bought and sold numerous times. The personal examination made before sale, and the gratification afforded his master when he [John], brought a good price—left a terrible memory on his mind.

John told of how one of his owners, named Burke, had used him cruelly. When quite young, Burke sold both him, his sister, and their mother, to different buyers. He had seen neither of them since then. For three or four years he thought of nothing but his freedom. The only thing lacking was a favorable opportunity. He considered himself much "imposed upon" by his master, inasmuch as he was given no opportunity to make decisions about how he would live. This was indeed ill treatment as John viewed the matter. John may have wanted too much. He was about thirty-five years of age, fair skinned, tall, rather handsome-looking, intelligent, and of good manners. But notwithstanding these prepossessing features, John's owner valued him at only one thousand dollars. If he had been a few shades darker he would have been worth at least five hundred dollars more. The idea of having had a white father, in many instances, depreciated the pecuniary value of male slaves. In addition to the influence that such rebellious blood exerted over him, he was also under the influence and advice of a daughter of old Ireland. She was his heart and soul.

It is very certain, that this Irish girl was not annoyed by the kinks in John's hair. Nor was she overly fastidious about the small percentage of colored blood visible in John's complexion. Not a stone was left unturned until John was safely on the Underground Railroad. Without a doubt, she helped to earn the money that was paid for his passage. And when he was safely off, no one was more delighted than his intended Irish lassie, Mary Weaver. John had no sooner reached Canada than Mary's heart was there, too. Circumstances, however, required that she should remain in Richmond a number of months for the purpose of winding up some of her affairs. As soon as the way opened for her, she followed him. She had not let a single opportunity slide, but seized the first chance and arrived partly by means of the Underground Rail Road and partly by the regular train.

From Canada, where they lived together as man and wife, they wrote back frequently, expressing their heartfelt gratitude for assistance.

⁶ Blockson, Charles. 1994. *The Underground Railroad*, New York; Berkley Publications Group.

Student Resource 4**NARRATIVE OF MARGARET WARD AND INFANT SON, SAMUEL RINGGOLD WARD⁷**

On the Eastern Shore of Maryland there lived a remarkable woman by the name of Margaret. She was born on a ship on its way from Africa to Baltimore, just before the prohibition to import enslaved people was enacted. At twenty years of age she became the wife of a worthy young man whom she loved dearly.

Not long after, her young master became very angry with her for what he called stubbornness and resistance to his will, and threatened to chastise her by whipping. She told him that she would not be whipped and gave him warning that any attempt to whip her would surely result in the death of one of them. He knew her too well to risk the experiment, and decided to punish her in another way. He sold her husband and then put her in the hands of a brutal overseer, with directions to work her on the tobacco plantation without mercy. One week after the birth of her child she was driven again to the field and compelled to perform a full task. It was the custom on the plantation to establish nurseries, presided over by old women too old to work in the fields, where mothers might leave their infants during the work hours, but this privilege was denied to Margaret. She was obliged to leave her child under the shade of a bush in the field, returning to it but twice during the long day.

On returning to the child one evening she found it senseless, exhausted with crying, and a large snake lying across it. Although she felt that it would be better if both she and the child dead, her mother's heart impelled her to make an effort to save it. As soon as she heard its feeble, wailing cry, she made a vow to deliver her boy from the cruel power of slavery or die in the attempt. She fled with all the speed of which she was capable toward the North Star.

Having gone a mile or two, she heard something pursuing her; on looking round she saw Watch, the old house dog; Watch was a large old mastiff. Margaret had been his favorite, and since she had been driven to the field, Watch often visited her at her cabin in the evening. She feared it would not be safe for Watch to go with her, but she could not induce him to go back, so she resumed her flight, accompanied by her faithful escort.

Toward evening she was aroused by noise made by people returning from the fields, and seeing an old woman lingering behind, she called out to her and shared her story. The old woman returned about midnight with a pretty good supply of food, which Margaret divided with Watch.

⁷ Blockson, Charles. 1994. *The Underground Railroad*, New York; Berkley Publications Group.

After she left, the Overseer employed a hunter with his dogs to find her. About noon, the hunter's dog struck the track at the place where Margaret had made her little camp the day before. Margaret had been lying in the woods on the bank of a river, intending to start again as soon as it was dark, when she was startled by the whining and nervous motions of old Watch. Listening, she heard the barks of the bloodhound. The river or inlet near her camp was too wide and too deep to forded at that place, but she fastened her child to her shoulders and waded in as far as she could, taking a club to defend herself. Meanwhile, old Watch lay quietly with his nose between his feet, facing the coming foe. The hound, rendered more fierce by the freshness of the track, seemed not to see old Watch, until, leaping to pass over him, she found her wind-pipe suddenly collapsed in the massive jaws of the old mastiff. The struggle was not very noisy, for Watch would not even growl, and the hound could not. Margaret came back from the river, and would have embraced her faithful friend, but fearing that a stronger pack was following, she hastily threw the dead hound into the river and pursued her journey.

Within a few hours after her escape by the aid of her faithful friend, she fell into the hands of friends, who kept her secreted until she could be sent into a free State. After the chase was abandoned, she was sent to Philadelphia and then to New York, where she became a celebrated nurse. She rented a good house that was a home for herself, her boy, and also for old Watch.

Student Resource 5**NARRATIVE OF WILLIAM AND ELLEN CRAFT⁸**

A quarter of a century ago, William and Ellen Craft were enslaved in the State of Georgia. With them, as with thousands of other enslaved people, the desire to be free was very strong. It occurred to William and Ellen, that they could possibly escape if one assumed the part of master and the other the part of servant.

Ellen, of necessity would have to be the master, a young planter. All that was needed to make this possible was that she be dressed in a suit of male attire, and have her hair cut in the style usually worn by young planters. Her profusion of dark hair and her fair skin offered a fine opportunity for the change. It occurred to them however that Ellen was beardless. After some reflection, they decided to cover her face as though the young planter was suffering badly with a toothache. Upon further reflection, several other difficulties stared them in the face. For instance, in traveling, they knew that they would have to stop repeatedly at hotels, and that the problem of registering would have to be dealt with.

Here they concluded that the young planter should assume the demeanor of a gentleman very much indisposed. He must have his right arm placed carefully in a sling; that would be a sufficient excuse for not writing. Then he must be lame, with a cane in the left hand; he must have large green spectacles over his eyes, and he must be very hard of hearing and most importantly, totally dependent on his faithful servant (as was no uncommon thing with slave-holders), to look after all his wants.

William was just the man to act this part. He was very smart, active and would be attentive to his young master—indeed he would be his eyes, ears, hands, and feet. The young planter would have nothing to do but hold himself subject to his ailments and put on a bold air of superiority. If, while traveling, someone ventured to make conversation with the young planter, he was to remain mute; the servant was to explain.

"As my master had one hand in a sling it was my duty to carve his food. But when I went out the captain said, 'You have a very attentive boy, sir; but you had better watch him like a hawk when you get on to the North. He seems very well here, but he may act quite differently there. I know several gentlemen who have lost their valuable niggers among those d---d cut-throat abolitionists.' "

They stopped at a first-class hotel in Charleston, where the young planter and his body servant were treated like chivalry. They stopped also at a similar hotel in Richmond with like results. They knew that they must pass through Baltimore, but they did not

⁸ Blockson, Charles. 1994. *The Underground Railroad*, New York; Berkley Publications Group.

know the obstacles that they would have to be surmounted in the Monumental City. They proceeded to the depot in the usual manner, and the servant asked for tickets for his master and self. Of course the master could have a ticket, but "bonds will have to be entered before you can get a ticket," said the ticket master. "It is the rule of this office to require bonds for all Negroes applying for tickets to go North, and none but gentlemen of well-known responsibility will be taken."

William convinced him that his master was in a very delicate state of health, so much so, that fears were entertained that he might not be able to hold out to reach Philadelphia, where he was hastening for medical treatment."

He ended his reply by saying, "My master can't be detained." Without further parley, the ticket master very obligingly waived the old "rule," and furnished the requisite tickets. The mountain being thus removed, the young planter and his faithful servant were safely in the cars for the "city of Brotherly Love." Scarcely had they arrived on free soil when the rheumatism departed—the right arm was unslung—the toothache was gone—the beardless face was unmuffled—the deaf heard and spoke—the blind saw—and the lame leaped.

The constant strain and pressure on Ellen's nerves, however, had tried her severely, so much so, that for days afterwards, she was physically prostrated, although joy and gladness beamed from her eyes.

It is easy to picture them in a private room, surrounded by a few friends—Ellen in her fine suit of black, with her cloak and high-heeled boots, looking in every respect like a young gentleman; the feminine only was visible in the line and features of her structure. Her husband, William, though colored, was a man of marked natural abilities, of good manners, and full of pluck, and possessed of keen perception.

It was necessary, that they seek a permanent residence, where their freedom would be more secure than in Philadelphia; therefore they were advised to go directly to Boston. There they would be safe, due to the incessant labors of William Lloyd Garrison, the great pioneer, and his faithful coadjutors.

So to Boston they went. On arriving, the warm hearts of abolitionists welcomed them heartily, and greeted and cheered them. They did not pretend to keep their coming a secret, or hide it under a bushel; the story of their escape was heralded over the country—North and South, and indeed over the civilized world. For two years or more, not the slightest fear was entertained that they were not just as safe in Boston as if they had gone to Canada. But the day the Fugitive Slave Bill passed, even the bravest abolitionist began to fear that blacks were no longer safe anywhere under the stars and stripes, North or South, and that William and Ellen Craft were liable to be captured at any moment by Georgia slave hunters. Instead of running to Canada, fugitives generally armed themselves and thus said, "Give me liberty or give me death."

Student Resource 6**NARRATIVE OF A NAMELESS WOMAN⁹**

There lived in Mississippi, a poor black woman who had been enslaved all of her life. Her faith in God was strong and unwavering. Working in the field under the driver's lash, or alone in her little hut, she never ceased praying to God. She had heard there was a place called Canada, far to the north, where everyone was free. She learned that in order to reach it; she must go a long way up the Mississippi River, then cross over and steer her course by the North Star.

One night, when all around her were asleep, she put a small supply of food and clothing together, left the plantation and plunged into the forest, which was a labyrinth of swamps and cane-brakes. She made her way for several days, often hearing the blood-hounds baying on her track. Slaves often waded in these swamps and took refuge among the thickets, preferring the companionship of the deadly moccasin and the alligator, and the risk of death from starvation or exposure to the cruel treatment of their masters and the overseers' lash.

This woman managed to evade the dogs by wading in pools and streams of water, where she knew they would lose the scent and be thrown off her trail. Once however, she heard the deep baying of the bloodhounds coming toward her, when she was some distance from any water. There was no escape and she knew they would soon come to her, and perhaps tear her to pieces before the pursuers could reach them. In this dire extremity, she fell on her knees and asked God to preserve her—to give her some sign of his protecting power; then, with all fear gone, she rose to her feet and calmly watched the dogs approach. As they came near, she took from her pocket a handful of crumbs—the remainder of the food she had brought—and held them out toward the hounds. They came up to her, but instead of seizing and mangling her, they gamboled about her, licked the crumbs from her hands, then ran off through the forest. This remarkable preservation was the sign she had asked of God, and, falling on her knees once more, she dedicated herself wholly to him, vowing that if she reached Canada, the rest of her life should be devoted solely and entirely to his service. She had a long journey after that, lasting for several months, and encountered many dangers, but was preserved safe through them all. She traveled at night and hid in the thickets during the day, living mostly on fruit and green corn, but venturing now and then to call at Negro huts and beg for a little of the scanty food which they afforded. When she came to rivers and streams of water too deep for wading, she made rafts of logs or poles, tied together with grape-vines or hickory and poled or paddled herself across as best she could.

⁹ Blockson, Charles. 1994. *The Underground Railroad*, New York; Berkley Publications Group.

Reaching Illinois, she met with kind people who aided her on to Detroit, Michigan. Here also she found friends and was ferried across to Canada. A colored minister, who witnessed her arrival says that, on landing, she fell on her knees, kissed the shore, and thanked God for his wonderful mercy in preserving her through so many dangers and bringing her at last to the land of freedom. For the remainder of her life, she was a devoted Christian worker, and earnestly endeavored to fulfill her vows and promises to God.

Student Resource 7**A BRIEF BIOGRAPHY OF SOJOURNER TRUTH (1797-1883)**

Sojourner Truth was, and in some ways still seems, ahead of her time. She was a feminist in an abolitionist movement in which *slave* typically meant *man* and an activist for African American rights in a suffragist movement in which *woman* typically meant *white middle-class woman*. If ever there was a person fit to take on the problem of black female invisibility, it was the electrifying Truth. Like Harriet Tubman, Truth was born into slavery (with the given name Isabella) and had no formal education. She fled the last of a series of masters in 1827, and several years later, in response to what she described as a command from God, she became an itinerant preacher and took the name Sojourner Truth. Among her most memorable appearances was at an 1851 women's rights conference in Akron, Ohio. In her famous "Ain't I a woman?" speech she forcefully attacked the hypocrisies of organized religion, white privilege, and everything in between. Born into slavery, Sojourner Truth can be considered one of the predominant and earliest human and women's rights' activists.

Student Resource 8**SOJOURNER TRUTH'S "AIN'T I A WOMAN?" SPEECH**

Delivered 1851 Women's Convention, Akron, Ohio

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man – when I could get It – and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

Student Resource 9**RACE TO FREEDOM VIDEO GUIDE**

This video has many personal stories within the larger history. These are stories of everyday people. Questions have been provided to help you address the gender and racial conflict and coalitions. You also may have questions of your own. We will discuss the answers after the video.

Your final assessment is to write an essay that addresses the following question:

Trace the story of one character. Explain how gender perceptions affected her or his actions and interactions regarding the Underground Railroad?

1. What racial conflicts strike you most? Explain.
2. What conflict(s) between men and women strike you most? Explain.
3. Which examples of racial cooperation caught your attention? Explain.
4. Which examples of gender cooperation were most evident? Explain.
5. Pay particular attention to the kitchen scene conflict between husband and wife. How does this speak to gendered space?

FINDING A WAY

A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

FUNDED BY THE NATIONAL SCIENCE FOUNDATION

COLONIAL VACATION

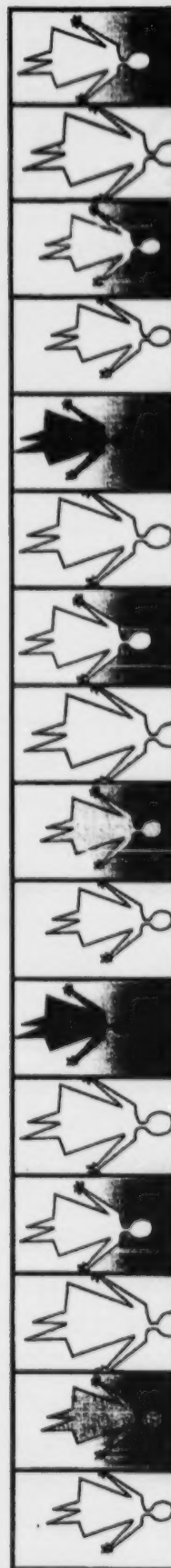
by Jeanine Redlinger

*History students explore colonial America,
its countryside, and its people prior to 1750.*

TITLE NO.

18

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FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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COLONIAL VACATION¹

INTRODUCTION:

History is often recorded, taught, and learned from a male perspective, yet we know that women are an essential part of all histories. *Colonial Vacation* involves students in a geographic study of colonial history that examines the roles of both men and women in that time period. Students will work in coeducational pairs to research and write about daily life in the 1750s. Their finished product will take the form of a trip journal that records their impressions of the physical and human geography of the colonial landscape with a particular emphasis on the work roles of both women and men.

To underscore the importance of gender in developing a more complete picture of the social history of the United States, students will reverse gender roles for this learning activity. Boys will write in the voice of a colonial woman, and girls will write from the perspective of a colonial man. The purpose of this role reversal is to raise students' awareness of their own gender biases and to help them internalize the value of examining the roles of both sexes when studying history.

As students participate in *Colonial Vacation*, they will expand their knowledge base about United States history and the importance of geography in shaping the past. They will examine how the physical and human geography of the thirteen colonies created both interdependence and conflict. They will investigate the interaction between humans and their environment. They will also investigate how people sustained themselves in varied climates and terrains without the benefit of modern technology. Furthermore, they will find out about the important role women played in the early development of this country. This awareness should pique student interest in continuing to explore the role of women in the United States' past as they progress with their studies of American history.

OBJECTIVES:²

Knowledge

1. Examine the social history of life in colonial America.
2. Understand the importance of geography in shaping history.
3. Recognize the important role of women in building the United States.

Skills

1. Analyze statistical information.
2. Interpret primary documents.

¹ This lesson was developed by Jeanine Redlinger, South East Junior High School, Iowa City School District. It was revised by Amy Cohen, Abington Junior High School, Abington, Pennsylvania.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

3. Research using a wide variety of sources.
4. Use and create historical maps.

Perspectives

1. Appreciate the experience of the opposite gender in an historical context

RESOURCES:

- Student Resource 1: DATA ON SEX RATIOS IN COLONIAL AMERICA PRIOR TO 1750
- Student Resource 2: SEX RATIO QUESTION SHEET
- Student Resource 3: OUR COLONIAL VACATION TRAVEL ALBUM
- A variety of secondary research material including encyclopedias, atlases, historic maps showing colonial roads, and general historical reference books is needed.

IMPLEMENTING THE ACTIVITY:

Activity One

The title, *Colonial Vacation*, suggests a family activity, so begin by having female students draw male students' names for partners, suggesting to them that since the colonies had more men than women, women could be somewhat more selective in their choice of a mate. This should be a fun time for students, especially if it is emphasized that put-downs are not acceptable and that this "marriage" will only last for the duration of the project.

Give pairs copies of data on sex ratios and the accompanying question sheet (Student Resources 1 and 2). Note that humans at birth have a sex ratio of 105 or 106 males per 100 females. You may choose if you want students to address all the questions on the sheet or to pose the general questions. Ask students to figure out which states had more men than women and which states had more women than men prior to 1750. Students should then hypothesize why such discrepancies existed between the sexes and why some states had more men while others had substantially more women. Share and critique hypotheses as a whole class.

Activity Two

Tell students that they will be working with their partners to research a variety of topics about life in colonial America.³ Areas to investigate include physical geography (e.g., climate, landforms, bodies of water), economic activity (e.g., agriculture, trade), people (e.g., native Americans, enslaved Africans, yeoman farmers), and daily life (e.g., housing, education, dress) in the colonial era. They will also need to map a route which will take them to a certain number (to be determined

³ Consult resources such as:

Hakim, Joy. 1993. *Making Thirteen Colonies*. New York: Oxford University Press.

Heinemann, Sue. 1996. *Timelines of American Women's History*. New York: Berkley Publishing Company.

Ulrich, Laurel Thatcher. 1991. *Good Wives: Image and Reality in the Lives of Women in Northern New England 1650-1750*. New York: Random House.

by the teacher) of colonies or regions. They are to pay particular attention to the role of women as they do their research.

The purpose of their research is to gather information for a travel album that they will prepare jointly. Distribute the directions and outline for the travel album (Student Resource 3), along with a blank map of the United States (if available use historical maps) and a road map of the United States. The album should include maps, illustrations, and journal entries describing the couple's travels. Teachers may require students either to write a journal entry for each colony or region visited or to prepare an alternate writing assignment. Either way, emphasize that the voice of the writer must clearly reflect gender; the boys' entries must be written in a female voice and vice versa.

As students work on their research, make sure they are finding out about both women's and men's roles in U.S. history. As they put their albums together, make sure that the students have switched gender voices.

Concluding the Travel Album

Have students display their albums and give them a chance to examine and appreciate each other's work. Generate a class list of knowledge about gender roles gained during their research. What did they learn about men's and women's work activities in the colonial era? Compare gender roles of the colonial era with gender roles today. What has changed and what has stayed the same? Do women today have more or less freedom than they did in the 1750s?

Have students compare the Middle, Southern, and New England colonies. How did physical geography shape the settlement patterns, the economic activities, and the culture of each region? Are any of those differences still apparent today?

EVALUATING THE ACTIVITY:

Students will be evaluated based on the quality, accuracy, completeness, and creativity of their travel albums. Students should also write a reflective essay about the experience of switching gender roles.

EXTENSION ACTIVITIES:

- Have students write a letter to their spouse indicating what they enjoyed about sharing this colonial vacation experience. They may also be encouraged to include some constructive criticism, such as work habits, communication skills or cooperation. Students should be given the option to either exchange or hold onto these letters.
- Have students create a display of their albums and invite parents or other classes to visit.
- Invite a professor of Women's History or of American History to speak to the class. Provide time during his or her visit to allow students to present their travel albums.

Student Resource 1**DATA ON SEX RATIOS IN COLONIAL AMERICA PRIOR TO 1750⁴**

(specific years vary)

	<i>Boys</i>	<i>Girls</i>	<i>Men</i>	<i>Women</i>
<i>New England Colonies</i>				
<i>Connecticut</i>	101	100	100	100
<i>Rhode Island</i>	95	100	102	100
<i>Massachusetts</i>	105	100	72	100
<i>Native Americans</i>				
<i>Massachusetts</i>	---	---	92	100
<i>Connecticut</i>	130	100	75	100
<i>Middle Colonies</i>				
<i>New York</i>	104	100	104	101
<i>New Jersey</i>	107	100	110	100
<i>Southern Colonies</i>				
<i>Maryland</i>	101	100	101	100

Virginia 1625	
Age	Ratio (Males to Females)
0-9	1 to 1
10-15	2 to 1
16-19	15 to 1
20-29	6 to 1
30-39	6 to 1
40-49	8 to 1

African-American data available		
Colony	Year	Ratio (Males to Females)
Virginia	1624	4.00:1
New York	1698	1.01:1
Connecticut	1708	1.01:1
New Jersey	1726	1.01:1

⁴ Source: Gilbert, Martin. 1993. *The Dent Atlas of American History*. London: Orion Publishing.

Student Resource 2

SEX RATIO QUESTION SHEET

Looking at the sex ratio tables, answer the following questions:

1. Which New England colonies had more boys than girls?
2. Which New England colonies had more women than men?
3. What reasons might explain why Rhode Island had fewer boys than girls, yet more men than women?
4. What reasons might explain why there were so many more Native American boys than girls and so many fewer men than women?
5. Compare the information given for sex ratio in the Middle colonies with that of the Southern colonies. Which region has a bigger difference between the number of males and females? Give possible results of that difference.
6. Sex ratios are usually expressed by a number such as 97, 101, or 92. What do these numbers represent?
7. In the historical data on Student Resource 1, what does the ratio 1.01:1 mean?
8. Look at Virginia's sex ratio in 1625. Which age group has the biggest difference between males and females?
9. Make a bar graph by age group of the sex ratio in Virginia in 1625.
10. Look at the sex ratios of African-Americans between 1624 and 1726. Which colony had the highest ratio? What do you believe was the cause?

Student Resource 3**OUR COLONIAL VACATION TRAVEL ALBUM****Directions for Travel Album**

1. Together with your partner, pick a date for the start of your vacation sometime between 1700 and 1750.
2. Your descriptions of people, place, etc. must be detailed and historically correct/authentic.
3. You must meet at least one important woman to include in your album.
4. Remember to think about your gender role as you record your travel experiences.
5. The *Memory Page* is a place for visual memories (sketches only), souvenirs (ticket stubs, etc.) and authentic artifacts (pressed flowers, etc.).
6. The following details must be on your map, check them off as you complete them so you do not leave anything out:
 - Show the route and mode you chose for travel (see travel tips).
 - Label the rivers.
 - Label all the colonies.
 - Label the cities you travel through and other important cities.
 - Show the physical geography and unique landmarks in each region.
 - Label the Atlantic Ocean and other important bodies of water.
 - Complete the memory page with sketches, memorabilia which represents the people you met there and their lifestyle (cultural symbols). NO pictures; the camera had not been invented yet in 1750!!
 - Decorate the cover of your album so it is unique.

Travel Tips

1. Before choosing your mode of travel consider the following conditions: topography, distance, climate, safety, route, and purpose of trip.
2. Not everyone speaks the same language or shares the same culture. When meeting someone new ask yourself this question, "who is different?"
3. When collecting souvenirs remember to be kind to your surroundings, both environment and human. Remember it would be nice if someone could still be living here 300 years into the future
4. Use the following estimated time schedules to determine how long it will take to travel through the colonies of America:

• Walking (appropriate for roads and off-road travel):	2 miles per hour
• Horseback (for trails and roads):	12 miles per hour
• Boating (rivers and lakes):	15 miles per hour or 20 with current
• By ship (coastline or ocean travel)	30 miles per hour
• By coach (road travel only)	8 miles per hour



A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

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ECONOMIC GEOGRAPHY AND WOMEN IN WORLD WAR II

by Ali Shore

*Exploring issues related to women's experiences
during World War II from a geographic point of view*



TITLE NO.

19

247

FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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ECONOMIC GEOGRAPHY AND WOMEN IN WORLD WAR II¹

INTRODUCTION:

One of the prevailing images of the Second World War is that of Rosie the Riveter, the patriotic and industrious female who put aside mop and broom to take up hammer and welding torch in an effort to produce equipment needed for both the war and the home front. This lesson goes well beyond the clichés associated with this historical stock character by having students read women's firsthand accounts of their experiences of war work.

Students learn that many women needed to migrate in order to take advantage of wartime work opportunities, and they analyze migration patterns through a mapping activity. Students examine both positive and negative aspects recounted by female workers about becoming part of the labor force. The women's narratives provide personal illustrations of a national trend. The students will also examine statistical information about women's labor participation rates.

When World War II ended, production needs decreased and demobilized soldiers returned to the United States looking for employment. The social dislocation of this transitional period is explored as students work in task forces to find equitable solutions to the problem of saturated job markets. The activity concludes by having students evaluate the effects demobilization may have had on the women whose accounts they read.

As students grapple with first person narratives and statistical information, they build various skills including mapping, analyzing spatial organization of people, and applying geography to interpret the past. They experience on a personal level the crucial role women played in providing wartime labor as students read, and then attempt to write, from the point of view of female war workers. Students who take part in these learning activities will understand that Rosie the Riveter is but a symbol of the many individual women whose lives were irrevocably changed by participation in the wartime labor force.

OBJECTIVES:²

Knowledge

1. Explain the reasons for and effect of fluctuations in labor supply and demand.
2. Recognize that migration is often employment related.

¹ This lesson was developed by Allison Shore, Boltz Junior High School, Fort Collins, Colorado. It was revised by Amy Cohen, Abington Junior High School, Abington, Pennsylvania.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

Skills

1. Create a migration map.
2. Analyze primary source accounts.
3. Use statistics to determine trends.
4. Create and critique solutions to complex societal problems.

Perspectives

1. Reflect from the point of view of a woman from another era.

RESOURCES:

- A large wall map of the United States
- Atlases
- Student Resource 1: *A MOUTHFUL OF RIVETS: WOMEN AND WORK IN WORLD WAR II* (excerpts)

IMPLEMENTING THE ACTIVITY:

Lead the class in a discussion of employment by asking how many students have or have had part-time jobs, how they use their wages, and what they find to be the benefits and drawbacks of holding a job. Indicate that during World War II, many women entered the labor force for the first time and that they will be reading some first-person accounts that recall this experience.

Distribute six brief readings from *A Mouthful of Rivets* (Student Resource 1) to pairs or threesomes of students.³ They should read the selections carefully and then use a map or atlas to find where the women lived before going to work and, if they moved for employment, and where they moved. These locations should be indicated on a large wipe-off map in the front of the classroom with a route drawn for those women who migrated for work.

On a space next to the map (perhaps on the chalkboard or on poster board), have students generate a list of the types of work these women engaged in during World War II. They should also list the positive and negative aspects the women share about their work experience. Once all groups have recorded the information on the map and the lists, ask students to make generalizations about women, migration, and work during World War II. Ask students to determine migration patterns. For example, is migration predominately to the east, north, south or west? Is it to urban or rural areas?

If time permits, distribute copies of the census data about labor force participation from 1890-1970 by age and sex from the United States Census homepage.⁴ For homework, they should do a written analysis in which they describe the trends that they find between the years 1930 and 1950. They should hypothesize reasons for the

³ Wise, Nancy Baker and Christy Wise. 1994. *A Mouthful of Rivets: Women at Work in World War II*. New York: Jossey-Bass Inc. For further information consult: Jacobsen, Joyce P. 1994. *The Economics of Gender*. New York: Blackwell Publishers.

⁴ Download these tables at <<http://www.census.gov>>.

increases and decreases in women's participation in the labor force reflected in the data.

Students should share their analyses of labor-participation-rate statistics with a partner. As pairs share their responses, make sure they understand that women's labor-force participation rose through World War II and then decreased following the war. Ask students to speculate about what happened to the job market at the end of World War II. Generate a list of reasons that the job market quickly became saturated (e.g., reduced production needs, increased number of workers). Then ask them to try to put themselves in the place of the woman they read about yesterday. Would the woman about whom they read eagerly resign from her position or would she try to stay on? Discuss the reasons that women would or would not have wanted to continue in their work.

Next, put students in task force groups that should come up with at least four *reasonably fair* solutions to the problem of the oversaturated job market following demobilization. The solutions generated by each task force should be posted on newsprint and then critiqued as a whole class activity using the chip method.⁵

EVALUATING THE ACTIVITY:

Students will write a letter or journal entry in the voice of the woman whose war work account they read. The letter or journal entry, dated late 1945 or early 1946, will consist of a reaction to how the end of the war affected their job and their workplace. Students should be encouraged to consider the possibility of return migration as an option at the end of the war. Why would women who had migrated choose to return or why might they decide to stay? Students will be evaluated on the creativity, historical accuracy, consistency of voice, and depth of understanding that their letter or journal entry reflects.

EXTENSION ACTIVITIES:

- Bring in copies of World War II era posters that depict women either in military or civilian roles. Have students analyze the images according to the messages conveyed about women's roles in the war effort.
- Distribute copies of song lyrics from the Depression era and from the Second World War. Have students interpret the changes in subject matter and tone vis-à-vis their depiction of women.

⁵ To ensure that a handful of students do not dominate class discussion, students turn in a chip once they have made a comment. No student can comment a second time until every student has turned in a chip.

Student Resource 1***A MOUTHFUL OF RIVETS: WOMEN AND WORK IN WORLD WAR II*** (excerpts)⁶**Background**

When the Japanese attack on Pearl Harbor in December 1941 drew the United States into World War II, increased mobilization of the armed forces was immediate and intense. Within a year, hundreds of thousands of American men from eighteen to thirty-nine years old were fighting in the Army, Navy, Marine Corps, and Coast Guard, having left their businesses, offices, and factories. Ultimately, more than sixteen million Americans served in the armed forces in World War II. Women, too, joined the armed services, taking desk jobs, driving jeeps, and becoming instructors to free the men for active duty.

A third force emerged to maintain the wartime economy and production so vital to victory—the women at home. Wives, mothers, sisters, and girlfriends left their families, schooling, or other jobs to learn the skills required to continue the work abandoned by the men, and to perform the new work of defense production. They were quick learners. By 1943, two million women were in war industries, and American production far outpaced that of the Axis countries.

Women's motives for working were primarily financial and patriotic. With the effects of the Depression still weighing heavily on many families, women and men alike were delighted with the prospect of work, often traveling thousands of miles to one of the two coasts, where much of the defense production was going on.

Often, women discovered advantages to working outside the home that went beyond their paychecks. They enjoyed a camaraderie with each other and with their male co-workers that was a completely new experience after being isolated at home as housewives. Their confidence and self-esteem increased as they saw how well they could perform their work, conquering new, and sometimes frightening, tasks and circumstances. They overcame discrimination, harassment, gritty working conditions, unfamiliar machines, acrophobia, transportation glitches, and homesickness.

With the end of the war, the jobs that had been created specifically for the nation's defense disappeared. Plants closed or were converted to peacetime work. Employment preference was now given to returning veterans. Many women did not question the men's right to return to their jobs.

But for other women, the veterans' return entailed wrenching change, forcing them angrily back to "women's work," with its accompanying reduction of responsibility and pay. They had proven they could do the work and were frustrated not to be allowed to continue.

⁶ Wise, Nancy Baker and Christy Wise. 1994. *A Mouthful of Rivets: Women at Work in World War II*. New York: Jossey-Bass Inc. Reprinted by permission of Jossey-Bass, Inc. a subsidiary of John Wiley & Sons, Inc.

Winifred Shaw Johnson

Winifred Shaw Johnson was a welder in the Midwest. She was a school teacher when the war broke out and wanted to switch to war work to help the country. After her fiancé was drafted in the spring of 1942, Winifred finished the school year at a school in rural Nebraska and then moved to Wichita, Kansas, where she lived with her aunt and uncle while welding for the Boeing Company.

Lots of people were flocking to Wichita because Wichita had three different aircraft factories. They had Cessna, Beechcraft, and Boeing, so they were capable of hiring many, many people, which of course they did.

It seems like I trained for a good part of the summer. I worked at Cessna first, for maybe three or four weeks, and then I moved to Boeing. I was an AA welder, which means I was supposed to be good. If you passed a certain test, you had to weld a certain thing together and then it was judged or evaluated, then you became an AA welder. It meant that I got more money and that I could wear that on my badge.

I worked on the Steaminian training plane. That was a little biwing plane they used early. I was making a whole section of the tail. I had to assemble all the metal and put it in the jig and weld it up, and I made two of those a night.

We had to wear uniforms, and we had to have our hair under control. Some girls just couldn't stand that and they'd have their hair out, and girls who worked around the drill presses, invariably they'd get their hair tangled up in that drill and lose part of their scalp and a few things.

Of course, a lot of the girls were riveters, and they had to learn to keep these rivets in their mouth, and invariably somebody would swallow a mouthful. It was a very noisy and hot place to work. It was atrocious, just atrocious. We had to take salt pills all the time. Wichita, Kansas, can be desperately hot. And there was absolutely no air-conditioning out in the factory. We were warned that when we went to get a drink of water, to take a salt pill so we wouldn't dehydrate. They were right there by the drinking fountain.

I know people who would come out of the air-conditioned offices and maybe have to get some information out in the plant and they would just about die. They couldn't wait until they got back to their office. You had to be kind of tough to go through with it. I was slaving over a hot welding torch on top of that, so to help me forget how miserable I was, I would sing.

I had my goggles down and nobody could hear what I was singing, and I didn't care if they did or didn't, but it was one way to pass the time because the noise was atrocious anyway. You kind of felt like you were in a world of your own, behind those dark glasses. All you could see was your welding puddle of metal, so I'd sit there and sing. When people asked me what I did when my husband was away at war, I told them, don't you know? I was Winnie the warbling welder from Wichita.

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Margaret Fraser Beezley

Margaret Fraser Beezley was an office worker for the Anderson-Clayton Cotton Company in Memphis, Tennessee when she heard they were taking women as civilians in the Air Force for plane inspection.

There was a school down in Whitehaven, so I went down there one day, and they accepted me, to my surprise. It was an eighteen-month course and we had graduation and everything. They took care of our expenses. There were two women and thirty men. The men were from all over-California, everywhere. I wish I could find the other girl. Gertrude Rubinski.

They taught us everything about the plane, inside and out, what to look for. They would fly that plane in completely from England. It was such a waste of money. They would take the British insignia off; anything that they put on in England they would take off and Americanize it. It would go through the line during all of this and when it came out, our job was to make sure everything was on that plane. We were classified as inspectors.

That plane didn't move until we went over it completely. A lot of times the test pilots were there and we'd have to go in the air, and that was just great. One time I went up with them and they couldn't get the wheels down and we had to fly around for about forty-five minutes and it scared us all to death. Finally, they got the wheels down and we were able to land. These were B-24s.

This was all in Louisville, Kentucky, on Standford Field, now a commercial field. We did that day in and day out for three years. The plant went day and night. I have asthma so they let me work days. It took an average of about three hours to inspect a plane.

The men were great to us. Most were married, and if they weren't married, they found girls to marry. I was divorced at the time. We lived in a mansion that some lady owned and turned into a rooming house. It was real nice. We had to eat out. Gert and I lived there, just the two of us. She was married, from Minneapolis.

I loved the job, but it wasn't the easiest job in the world. It was the most rewarding work in my life. The glamour of it, and then I was helping my country, too. I wanted to do something for my country.

Mary Smith Ryder

Shortly after Mary Smith Ryder graduated from high school, her mother came home one day from her job working for the State of California and said the local junior college was giving tests for employment at McClellan Air Force Base. With a 98 percent score, Ryder was number two on the list of applicants.

The test was for shipping ticket clerk, to track parts they were shipping. I went to school for about three or four weeks first. We were working on a type of booking machine. I worked at that for about a year, but then I had this big blowup with my boss because she never did anything. She sat around and filed her nails all day and expected us to do everything. You know how you get to feeling about things like that and all the other girls were always complaining about it but naturally, when I went forward with it, no one else joined me.

So they sent me up to central personnel and gave me some aptitude tests. They gave me some complicated part to take apart and put back together. Well, shoot, I did

that in nothing flat. So they transferred me right over to the maintenance department and put me to work installing radio equipment.

The planes would come in for a complete overhaul. These were planes that had been in battle. First you have to remove all the radio equipment and the wiring if it had been damaged at all. The radios went to one shop to be repaired, and if we needed new wiring, we did that ourselves. At that time, they had antennas strung like clothesline on the outside of the plane. They had fancy wraps at the end of them that you had to do. No training for this job. They just handed you a screwdriver and said, 'Take this out.'

There were various insects and things that came in from the islands, once in a while. You had to be on the lookout for things like that.

All the guys I worked with were wonderful. There were a number of women working there, mostly young. Most of the men were older. They were deferred, or 4-E, or something. But we all got along very well. They weren't patronizing. I think that was because we all seemed to be pretty good at what we were doing.

After the equipment was repaired, they'd send it back to the shop and we'd reinstall it. To handle the antenna, you had to climb way up on the plane, on the tail. I'm short, so some of the things were a little difficult, but not too bad. For some reason, I just took to this like a duck to water. I loved it. I liked working with my hands. I hated book work. When we were up in the shop working on wiring and things, there was always a lot of yakking back and forth. It was a pleasant work atmosphere. It was a very enjoyable period of my life, despite the fact that there was such a terrible war going on.

Peg McNamara Slaymaker

Peg McNamara Slaymaker also worked with aircraft but in the pilot's seat as a test pilot. She got her pilot's license from the Oakland Airport while she was attending the University of California at Berkeley.

After I graduated from college, I started working for chemical warfare, and I had just gotten a real good job with them in San Francisco when the war started. So I didn't go into flying right away because I liked my job so much and we had to pay our own way to Sweetwater, Texas, for the Women Airforce Service Pilots (WASP) training. I was sort of afraid that I might not like it or I might not pass. So I didn't go until the eighth class and I was in 43W8.

I went July 4 and graduated just before Christmas of 1943. The six months' training course was just like the men had to take. We had ground school and flying, and we had to learn how to fly the Air Force way. They were very particular. We went through the primary, basic, and advanced training.

It was strenuous. There were six of us to a bay. We were in these little cabins. That's where we lived for the six months. We only had two weekends off. We went to Dallas both times. Sweetwater wasn't the greatest place. It was very windy and dirty, hot in the summer and cold in the winter.

We had civilian men instructors. We were just civil service then, but when we graduated, we were supposedly the equivalent of a second lieutenant. When we graduated, my class was the first one not to go into ferry piloting. They didn't need ferry pilots, so we were sent to training fields. A friend and I were the first women to be sent to the advanced single-engine training field in Selma, Alabama. It was called

Craig Field. That was where a lot of the women ran into trouble with the men. Some of the men weren't very nice to the women, but we had a marvelous time. We were assigned to the engineering department, and we were test pilots.

Jackie Moxley Romaine

When Jackie Moxley Romaine was twelve years old, she cut her hair to look like a boy so she could sell magazines. She's been working ever since including wartime riveting at Curtiss-Wright Aircraft in St. Louis, Missouri, working on troopships in California, and delivering Army trucks out of St. Louis after she returned from California.

When my husband was shipped to a Navy base in San Francisco, I went along and got a job in the shipyards, living in Burlingame, California. I was kind of a general flunky. I carried insulation, fiberglass. You itched all over. You had to wear those regular old heavy boots, steel-toed, and a hard hat, heavy clothing. You had to climb the ladders, and then I took a bad fall. My feet went out from under me and I landed on my tailbone. There were ropes and wires and a box where they plugged in the electrical stuff. I lit on this box, right on the tailbone, and I wouldn't go to the doctor or hospital. I came back to Missouri. That ended my career in the shipyard.

After a while I noticed some trucks being driven by women. I thought, 'I'd like to do that.' So I went to where they were building them and asked in the office, 'Where did you get the girls who are driving these?' And they told me, and I went and got the job. I love driving. We drove for United Transport and Commercial Transport delivering what was called 6 x 6s, jeeps, and 'Ducks' to bases mostly in the Southwest. We traveled in convoys, mostly women, though there was usually one man along as sort of a leader. The trucks were delivered to Army bases.

I do well remember having to park our vehicle under the direction of a sergeant who was good at yelling and wanted those trucks parked three inches apart and in a straight line and you kept at it until they were. We were paid 5 cents a mile and took a bus back home. The company paid our fare.

I had a problem staying awake on long trips like that. They'd all try to keep me awake. We were traveling in convoys of twelve or thirteen trucks. One time I veered out of my lane, and they pulled the whole convoy over and gave me a good talking to. Walked me around and someone had a thermos of coffee, made me drink coffee. I finally got used to it.

On one trip to Jerseyville, I turned over one of the 6 x 6s, pinning me underneath. There were no doors on the driver's side so when I took the ditch to avoid a rear-end collision, I slid out of the door and was pinned under the truck. I lay there with both legs tipped over my face. Lucky for me, most of the weight of the truck was held off of me by the angle of the way it was in the ditch, but it was tight enough that I couldn't move.

I could see the gasoline dripping, and I thought I was going to die right there. But the whole bunch stopped, and they lifted the thing off of me, and I got right back in and drove again. Somehow they had been messing with the carburetor to get more speed, and they were driving along and stopped suddenly, and I couldn't stop, with this increased speed, so rather than hit the truck in front of me I pulled off to the right and it was full of deep grass, and it didn't look that deep. It flipped over.



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FOR GEOGRAPHIC EDUCATION

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WOMEN'S TRAVEL AND MENTAL MAPS

by Patricia Pontus Martin

*Using primary sources about women's travel
to create mental maps of a location and
to understand how culture and experience
influence peoples' perceptions of places*



TITLE NO.

20

257

FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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WOMEN'S TRAVEL AND MENTAL MAPS¹

INTRODUCTION:

Whether or not they are familiar with the term, students use mental maps on a daily basis as they negotiate their hometowns, their neighborhoods, and their schools. This lesson develops students' mental mapping ability as they create original maps of familiar territory, then of a place described in travel accounts written by women, and finally as they create a mental map of a person different from themselves. Indeed, the purpose of this lesson expands beyond building mental mapping skills to encompass questions of how culture, gender, and attitude affect perception.

In this learning activity, students will work independently, in cooperative groups, and in pairs to create and critique mental maps that describe locations in terms of physical and human characteristics. The central activity of the lesson will require students to read a primary source travel account written by a woman which will lead to exploration of the ways in which gender and other factors affect perceptions of place.

This lesson encourages students to ask geographic questions, to organize and analyze geographic information, and to view locations, both familiar and unfamiliar, through a variety of lenses.

OBJECTIVES:²

Knowledge

1. Use terms such as mental map and cultural landscape.
2. Understand the differences between physical and human characteristics.
3. Identify ways in which culture shapes individuals' attitudes toward places.

Skills

1. Ask geographic questions.
2. Acquire, organize, and analyze geographic information.
3. Create and interpret mental maps.

Perspectives

1. Recognize that gender and other factors influence people's perceptions of places and regions.

¹ This lesson was developed by Patricia Pontus-Martin, Manchester Township Middle School, Lakehurst, New Jersey. It has been revised by Amy Cohen, Abington Junior High School, Abington, Pennsylvania, and Karen Nairn, Children's Issues Centre, Otago University, Dunedin, New Zealand.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

RESOURCES:

- Selected readings from: Bond, Marybeth, ed. 1995. *Traveler's Tales: A Woman's World*. ISBN: 1-885-21106-6.¹
- World physical and political wall map
- Colored pencils or markers
- Atlases

IMPLEMENTING THE ACTIVITY:

To introduce the idea of travel, ask students to list places to which they have traveled or places to which they would like to travel. Have students share their lists with a partner. Then ask students why they have taken or envision taking these trips. List the reasons and then have students break the list into categories, e.g., pleasure, family visiting, work related for parents. Ask how a visitor might experience their city or town differently based on his or her reasons for visiting. Then, ask what other types of things might influence a visitor's perceptions of their town, e.g., age, gender.

Discuss the concept of mental mapping. Have students quickly sketch mental maps of their school or their street to check for understanding. Ask the students to create a detailed mental map of a place special to them for homework. Finally, have students share the maps they created with a partner and then lead a whole class discussion on what aspects of the activity they found easy or difficult. Encourage students to hang their maps for display.

Divide students into groups and give each group a reading selection from *A Woman's World*.⁴ Before beginning to read, they should locate the setting using a world map or atlas. Do not disclose the author's name yet. One member of each group should read the selection aloud as the remaining members read along silently. Students should be instructed to develop mental maps as they read.

When they have completed the reading, students should sketch their mental maps and then discuss the differences and similarities they observe. They should then work as a group to list human and physical characteristics they heard described. Bring the class back together and have each group place a location marker for their selection on a large map and share their lists of characteristics. Ask members of each group to try to identify the author as male or female and have them support their reasoning. Then reveal the names of the authors and the title of the book. Discuss ways in which males and females might perceive and experience places differently and the reasons for these differences.

For homework, ask students to write an account of a travel experience they have had in a manner similar to the selections read in class. Encourage students to be specific in their descriptions of people, places, and events. For students with limited travel experience, explain that they can describe a trip to a shopping mall or to a friend's home; distant or exotic destinations are not needed to complete the assignment.

¹ This book and others can be purchased at <<http://www.amazon.com>>.

⁴ Any other books that have primary travel accounts from both men and women will suffice.

Have students exchange their travel accounts with a partner and tell them to develop a mental map of their partner's story as they read. Then, ask students to translate their mental maps onto paper to illustrate their perceptions of the account they just read. Students will then create a graphic representation of their own travel account. As students finish, display their work for the class. Lead the class in a discussion of the similarities and differences apparent in their creations. Postulate possible influences on their mapmaking including personal experience and gender.

EVALUATING THE ACTIVITY:

Students will create a mental map of their own city, town, neighborhood, or street from the point of view of someone of a different age and gender (e.g., a male student will create a map for a younger or older woman) to illustrate that they understand the concept of mental mapping and the effect of culture on perception. Students will be evaluated on the basis of the quality and creativity of product and demonstrated understanding of the concepts of mental mapping and perception.

EXTENSION ACTIVITIES:

Bring in tourist advertisements and travel brochures and ask students to evaluate whether these materials were developed to appeal to men, to women, or to both. Also ask students to evaluate if they are designed to appeal to certain age or ethnic groups.

FINDING A WAY

A PROJECT OF THE NATIONAL COUNCIL
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MAPPING CATHERINE, CALLED BIRDY

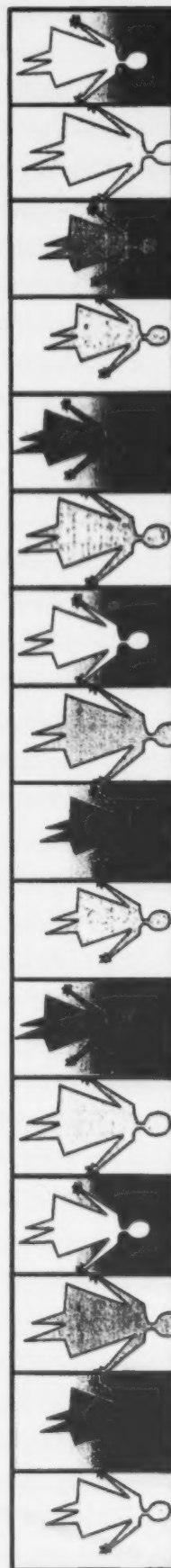
by Willie Patillo

*Examines the intersection of space, lifestyle,
and values in medieval England*

TITLE NO.

21

262



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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MAPPING CATHERINE, CALLED BIRDY¹

INTRODUCTION:

An examination of how landscapes are divided and used by people of differing social status reveals much about a culture. The status of women, minorities, and lower income populations is revealed in the space allotted to them. To begin this lesson, students will examine the concept of *turf* and how it can be divided along gender, class, age or other lines. Once a personal understanding of *turf* is established, students approach a historical novel from the perspective of the division of space. In the novel *Catherine, Called Birdy* (Cushman 1994), the restricted realm of a female heroine reveals much about English society in the Middle Ages. By mapping Catherine's domain, students build geographic skills as they learn about gender roles on a thirteenth-century feudal manor.

The use of literature allows students to perceive information from different points of view. In *Catherine, Called Birdy*, a strong, independent, female character leads young readers through an examination of everyday life in medieval England. Girls in particular will identify with her assigned roles and her frequent frustration with those roles. All students will be captivated by the spunky fourteen-year-old narrator's irreverence and sense of humor.

"Mapping *Catherine, Called Birdy*" is a unit designed to last several weeks as students are reading the novel. A variety of reading strategies such as read-aloud, pair reading, and guided silent reading should be employed to allow all students access to the material. This interdisciplinary learning activity ties literature, history, and geography together in order to strengthen analytical skills and deepen understanding of historic and contemporary gender roles.

OBJECTIVES:²

Knowledge

1. Understand terms such as *feudalism*, *manor*, and *medieval*.
2. Recognize consistency and change in gender roles.

Skills

1. Create a thematic map.
2. Read a novel for specific geographical information.

Perspectives

1. Develop awareness that physical space can be assigned and restricted based on gender, social standing, age, etc.

¹ This lesson was developed by Willie Pattillo, Vernon E. Greer Middle School, Galt, California. It has been revised by Amy Cohen, Abington School District, Abington, Pennsylvania.

² These objectives were informed by *Geography for Life: National Geography Standards*, 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

RESOURCES:

- Teacher Resource 1: EVALUATION SHEET FOR CATHERINE, CALLED BIRDY TURF MAP
- Class Set: Cushman, Karen. 1994. *Catherine, Called Birdy*. New York: Clarion Books.³
- Easy to read maps such as Mapeasy Guidemaps⁴
- Large pieces of butcher paper or newsprint

IMPLEMENTING THE ACTIVITY:

Discuss the concept of *personal turf*. Have students generate a list of places which are part of their own turf. Then, have students draw a map of their personal turf and clearly label the places they draw and the activities they do in those places.⁵ As students complete their maps, have them do a pair and share activity to determine if there is a gender pattern to places depicted on turf maps. Inform students that they will be examining the personal turf for a girl growing up in medieval England.

Students will do a daily reading from *Catherine, Called Birdy* using a variety of reading strategies. At the end of each class period, students will add geographic sites and descriptions mentioned in the story to an on-going list they keep in a notebook. On the first day of the activity, you will need to model making the list and writing brief descriptions using an overhead transparency.

When students are approximately half way through the novel, a mapping activity will be done in class using pages 25-28 ("12th Day of October"). Students will work in small groups to list places mentioned in the description of the abbey. Using student input, model drawing a map of the abbey on a large piece of butcher paper or newsprint. Students will identify those places where Catherine, as a female, was allowed to go and those places which were *male space*. A color or symbol code will be developed to demarcate these areas.

Once students have completed reading the novel and generating their lists of geographic sites, they will create a map showing Catherine's turf. Each site is to be labeled and to include a written description or a detailed drawing. Students may refer to their introductory turf maps, to the class map of the abbey, or to user-friendly thematic maps such as the Mapeasy Guidemaps. The maps will include a color or symbol code to mark areas according to their accessibility based on gender and social standing. Students will devise a symbol to show areas where Catherine goes without the knowledge or permission of her guardians. They will also identify places mentioned in the story which are beyond Catherine's range of movement.

³ Consult literature teachers about how to obtain copies for your school.

⁴ Information about MapEasy may be accessed on their website <<http://www.mapeasy.com>> or by calling 888-MAP-EASY, e-mail <sales@mapeasy.com>

⁵ Lesson plans for this type of activity are readily available. "Autobiographical Turf Maps" by Dr. Robert Morrill and the adaptation by Judy Miller are available through the Virginia Geographic Alliance <<http://www.runet.edu/~geog-web/alliance/vga.html>>.

EVALUATING THE ACTIVITY:

Students will be evaluated on the completeness, accuracy, neatness, and creativity of the map they create showing Catherine's turf (see Teacher Resource 1). You may want to develop a rubric which includes these or other criteria. Students should also be asked to write a reflective essay or journal entry on what they learned about gender roles in the Middle Ages and how those roles have changed or remained the same over time, particularly for adolescent girls.

EXTENSION ACTIVITIES:

- Draw sketch maps of England labeling actual places that were mentioned in the book.
- Write a story about waking up in Catherine's world or having her wake up in the contemporary United States. How have things changed or remained the same for teenage girls?
- Generate a list of tasks or activities considered appropriate for males and females in feudal England. Analyze whether the tasks are productive or reproductive and how they are influenced by social standing. Generate a similar list for society in the contemporary United States. What has changed or remained the same?

Teacher Resource 1**EVALUATION SHEET FOR CATHERINE, CALLED BIRDYTURF MAP**

Name:

Map Components (possible points)

- title (5)
- legend (key) (10)
- neatness (10)
- clarity (10)
- sites (2 points for each site shown - 2 points for each description / illustration)

Analysis of Map

- sites identified by gender (15)
- sites identified by social standing (15)
- sites beyond Catherine's range of movement (15)
- sites Catherine visited without permission (15)

Total Points:



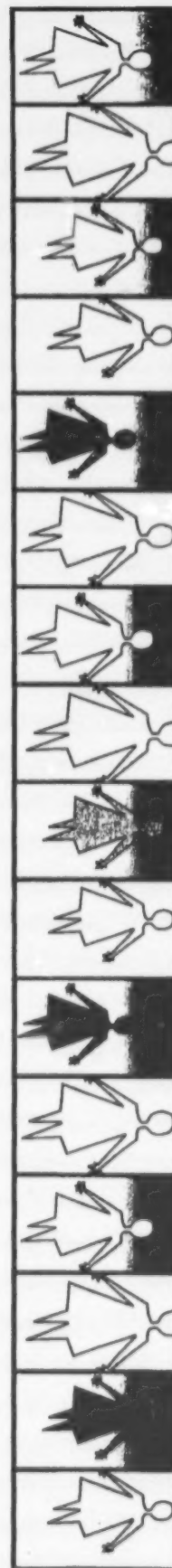
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THE ISLAMIC WORLD: ART AND ARTIST

by Virginia Hilton

*The impact of mosques on The Southwest and South
Asian landscape and how the Muslim culture
has influenced the region's sense of place*



TITLE NO.

22

268

FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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THE ISLAMIC WORLD: ART AND ARTIST¹

INTRODUCTION:

The landscape of much of the Old World (South, Southeast, and Southwest Asia, North Africa) was permanently altered by the building of the great mosques of Islam.² Muslim culture dominates the communities of much of these regions and, like most Western religions, prescribes acceptable behaviours for men and women. Feminist geography provides a new perspective for viewing the impacts of religion on history and landscape. In this arts-based learning activity, students are asked to work in cooperative groups to examine issues of public/private space and how this division impacts what we see on the landscape, particularly artistic expression. Although any religion might be used to illustrate the issue of public space/private space, the specific focus here is the Islamic world.

Students will be asked to take part in a multi-day simulation in which they take on randomly assigned, gender specific roles. They will examine the landscape from the viewpoint and "place" of Muslim artisans. As this simulation is designed to demonstrate, certain traditions in Islam, e.g. *purdah*, in some times, places and social classes, placed women inside the home in total seclusion from the outside world. Men were expected to administer material, intellectual, and spiritual sustenance to their families. Because women were expected to remain in the home, those who wanted to express themselves creatively were limited to "private" endeavours such as sewing, weaving, and hooking rugs. Men, on the other hand, were given the much more public task of building and decorating the mosques. The difference between public and private space can thus be dramatically illustrated for students through an exploration of the Islamic practice of *purdah*. Students who participate in this learning activity will develop a greater understanding of Islam. They will also come to a greater understanding of "private space/public space" and how it influences what we see on the landscape.

OBJECTIVES:

Knowledge

1. Explain the major characteristics of Islamic art.
2. Use terms such as mosque, *purdah*, *zenana*, *mardana*.
3. Understand gender roles in traditional religious cultures, particularly Islamic culture.

¹ This lesson was originally developed by Virginia Hilton, Georgetown School, Black Oak Mine School District, Georgetown, California. It has been revised by Amy Cohen, Abington Junior High School, Abington, Pennsylvania, and Rickie Sanders, Temple University, Philadelphia.

² The geographical terms *Southwest Asia* and *North Africa* are used here instead of the more commonly used *Middle East*, a term which reflects a Eurocentric world view.

Skills

1. Identify Islamic art motifs.
2. Increase self-discipline through carrying out a simulation.
3. Develop art and craft skills.

Perspectives

1. Heighten awareness of how gender can influence artistic expression.

RESOURCES:

- Teacher Resource 1: "A" and "B" Behaviors
- Student Resource 1: EXCERPT FROM VIKRAM SETH, A SUITABLE BOY
- Student Resource 2: ISLAMIC SIMULATION RECORD SHEET
- Student Resource 3: EXPECTATIONS CHART
- Student Resource 4: LIST OF PROJECTS
- Candy, stickers or play money to be used as daily wages
- Slides, photographs, postcards, etc. of mosques (not included)³
- Art materials needed will vary

IMPLEMENTING THE ACTIVITY:

To begin this activity, students should read and discuss the excerpt from *A Suitable Boy* by Vikram Seth (Student Resource 1). Students should be asked to construct a listing of how women and men are expected to behave and be treated (Student Resource 3), and to define *purdah*, *zenana*, and *mardana*. Make certain that they stick to the text and derive their lists only from information in the text. As an *extension*, students can brainstorm about other religions and examine how thinking about gender roles is institutionalized.

As students enter the classroom, they are given cards at random that are labeled either "A" or "B" (Teacher Resource 1). Students sit in heterogeneous groups (both "A" and "B" individuals) of four to six people. Explain that "A"s and "B"s are expected to fulfill particular roles over the course of the learning activity. Those who received an "A" card are to behave and be treated as women in some Islamic places, times and social classes. Those who received a "B" card are to behave and be treated as Islamic men in these places, times, and social classes. Each group will choose a "B" person to be their leader.

Wages for each day will be given to all "B" students in the form of candy, stickers or play money. Wages are distributed unevenly because different people earn different amounts of income. "B"s can share any or all of their wages with "A"s if they choose.

³ Teacher's Curriculum Institute (<http://teachtcu.com>) and the Smithsonian Institution (<http://www.si.edu>) have slides of mosque available. Slides can also be made by photographing pictures in resource books.

Before showing the slides, indicate that each group will be responsible for creating a project inspired by one of the art objects they see in the slides or find in a postcard, a book, or other resource that the teacher has assembled for them. The teacher should also locate the cities in which the mosques are located using a classroom wall map or have the students locate the cities.

After slides of major mosques are shown (and described keeping student prior knowledge and questions in mind), explain that students will be able to choose their project from either the "A" list or the "B" list (Student Resource 2). Appropriate activities for an "A" list include weaving, hooking rugs, and embroidery since women's art was traditionally carried out at home. "B" list activities could include sculpture, mosaics, tile-making, painting, stained glass, wood carving or any other medium which requires a variety of materials and results in work which is usually publicly displayed. (Alternatively, the "B" students can decide on one medium for all "B"s to use, and the teacher can choose one medium for all "A"s. This cuts down on the variety of supplies needed and also reduces time-management concerns.) Both "A" and "B" artists will need to use typically Islamic motifs such as geometric designs, Arabic calligraphy, and leaf or vine patterns. Muslim tradition forbids representation of the human form.

Students will remain in the role they were assigned on the first day. As they enter each day, wages are distributed to the "B" students. Leaders are in charge of making sure that all members of the group stay on-task and in their assigned roles.

Whether specific art or craft skills need to be taught or just reinforced will depend upon the experience level of the students taking part in the simulation. Once art projects are underway, it is essential that "A" students be confined to a table or desk area. They may work in small groups as long as they do not interact with "B" people.

To debrief the experience, have each group discuss how it felt to be an "A" or a "B" and also how this status affected their projects. Generate a class list of positive and negative aspects for both roles. Make certain that the economics of religion is discussed. Ask each group to brainstorm ways in which art can reflect religion. Share the results of these small group discussions as a whole class.

EVALUATING THE ACTIVITY:

The project created by each student will be evaluated for its quality and its adherence to Islamic design principles. Students will write a reflective essay about what they learned through the simulation. Teacher observation of student effort in both carrying out the project and sticking to the expectations of the simulation should also be considered in assessing student performance.

EXTENSION ACTIVITIES:

- Create a class art exhibit to display the projects. Have students volunteer to be guides and invite parents, local Muslim leaders or practitioners, or other classes to visit.
- Visit a local mosque and compare it to the great mosques of Southwest Asia and North Africa.
- Create a large display map showing the locations of the great mosques of Southwest Asia and North Africa. Use appropriate Islamic motifs and photographs to decorate.

Teacher Resource 1**"A" AND "B" BEHAVIORS**

All learners who receive an "A" card when entering the room will:

- Speak only when spoken to by the teacher or a "B" person.
- Avert their eyes when answering questions respectfully.
- Cheerfully accept tasks and perform them quickly and carefully.
- Keep their space tidy and be very sure to clean up so they all may leave the classroom on time.

All learners who receive a "B" card when entering the room will:

- Choose a leader for the day.
- Choose a recorder for the day.

The leader will:

- Be sure that all the "A" people in the group understand the work that needs to be accomplished each day.
- Be sure that the your city group is on task all day and reward the "B" people every time you notice that they are doing a good job. Explain your expectations to all "A" people and be sure they understand

Student Resource 1**EXCERPT FROM VIKRAM SETH, A SUITABLE BOY⁴**

Evening came. Baitar House wore a deserted look. Half the house was unoccupied anyway, and servants no longer moved through the rooms at dusk, lighting candles or lamps or turning on electric lights.

Zainab would have liked to settle down with a book, but decided to spend the evening talking to her aunt and great-aunts. These women, whom she had known from childhood, had spent their entire lives since the age of fifteen in purdah - either in their father's or in their husband's house. So had Zainab, although she considered herself, by virtue of her education, to have a wider sense of the world. The constraints of the zenana, the women's world that had driven Abida Khan almost crazy - the narrow circle of conversation, the religiosity, the halter on boldness or unorthodoxy of any kind - were seen by these women in an entirely different light. Their world was not busy with great concerns of state, but was essentially a human one. Food, festivals, family relations, objects of use and beauty, these - mainly for good but sometimes for ill - formed the basis, though not the entirety of their interests. It was not as if they were ignorant of the great world outside. It was rather that the world was seen more heavily filtered through the interests of family and friends than it would be for a sojourner with more direct experience. The clues they received were more indirect, needing more sensitive interpretation; and so were those they gave out. For Zainab - who saw elegance, subtlety etiquette and family culture as qualities to be prized in their own right, the world of the zenana was a complete world, even if a constrained one. She did not believe that because her aunts had met no men other than those of the family since they were young, and had been to very few rooms other than their own, they were as a result lacking in perspicacity about the world or understanding of human nature. She liked them, she enjoyed talking to them, and she knew what enjoyment they obtained from her occasional visits. But she was reluctant to sit and gossip with them on this particular visit to her father's house only because they would almost certainly touch upon matters that would hurt her.

They had been sitting and talking for only a few minutes when two panic-stricken young maidservants rushed into the room and, without making even the usual salutation, gasped out:

"The police - the police are here."

They then burst into tears and became so incoherent that it was impossible to get any sense out of them.

Zainab managed to calm one of them down a little, and asked her what the police were doing.

"They have come to take over the house," said the girl with a fresh bout of sobbing.

Everyone looked aghast at the wretched girl, who was wiping her eyes with her sleeve.

"Hai, hai!" cried an aunt in pitiable distress, and began weeping. "What will we do? There is no one in the house."

⁴ Seth, V. (1994). *A Suitable Boy*. New York: HarperCollins.

Zainab, though shocked at the sudden turn of events, thought of what her mother would have done if there had been no one – that is, no men – in the house.

After she had partially recovered from the shock, she shot a few quick questions at the maidservant:

"Where are they – the police? Are they actually in the house? What are the servants doing? And where is Murtaza Ali? Why do they want to take over the house? Munni, sit up and don't sob. I can't make any sense out of what you are saying."

All that Zainab could ascertain was that young Murtaza Ali, her father's personal secretary, was standing at the far end of the lawn in front of Baitar House desperately trying to dissuade the police from carrying out their orders.

"Now go and tell Ghulam Rusool or some other manservant to tell Murtaza Ali that I want to talk to him immediately."

Zainab wrote a short note in English as follows:

Dear Inspector Sahib,

My father, the Nawab of Baitar, is not at home, and since no legitimate action should be taken without intimating him first, I must ask you not to proceed further in this matter. I would like I to speak to Mr. Murtaza Ali, my father's personal secretary, immediately and request you to make him available. I would also ask you to note that this is the hour of evening prayer, and that any incursion into our ancestral house at a time when the occupants are at prayer will be deeply injurious to all people of good faith.

Sincerely,

Zainab Khan

Zainab had got the two young maidservants to open the doorway that led from the zenana to the mardana, and to stretch a sheet across it. Then, despite the unbelieving 'tobas' and other pious exclamations of her aunts, she told Munni to tell a manservant to tell Murtaza Ali to stand on the other side of it. The young man, crimson-faced with embarrassment and shame, stood close by the door which he had never imagined he would ever even approach in his lifetime.

"Murtaza Sahib, I must apologize for your embarrassment – and my own," said Zainab softly in elegant and unornate Urdu. "I know you are a modest man and I understand your qualms. Please forgive me. I too feel I have been driven to this recourse. But this is an emergency, and I know that it will not be taken amiss."

She unconsciously used the first person plural rather than the singular that she was used to. Both were colloquially acceptable, but since the plural was invariant with respect to gender, it defused to some small extent the tension across the geographical line that lay between the mardana and zenana quarters, the breach of which had so shocked her aunts. Besides, there was implicit in the plural a mild sense of command, and this helped set a tone that enabled the exchange not merely of embarrassment – which was unavoidable – but of information as well.

"Who has the keys to the house?" asked Zainab. "I mean to the empty rooms?"

"The zenana keys are with —"

"No, those rooms can't be seen from the road – they aren't important. I mean the mardana rooms."

"Yes, Begum Shahiba." Murtaza was filled with admiration for this woman with the gentle voice whom he had never seen – nor ever would.

Student Resource 2**ISLAMIC SIMULATION RECORD SHEET**

Date: _____

Group Name: _____

Names of members: (place an "A" or a "B" after the name)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Amount of Wages for the day: _____

Signature of leader: _____

Signature of recorder: _____

Student Resource 3
EXPECTATIONS CHART

MEN	WOMEN
Behavior Expectations	Behavior Expectations
Treatment Expectations	Treatment Expectations

Student Resource 4

LIST OF PROJECTS

Calligraphy on Tile

Purchase 6"x 6" or 8"x 8" terra-cotta floor tiles that are glazed white. Ask learners to draw the calligraphy on the tiles with a pencil. After choosing the appropriate color of glaze, apply at least three (3) coats of low fire, cone 06 to cone 04 glaze (letting each coat dry before applying the next). Fire.

Mosaic:

Ask learners to copy the design from their assigned mosque onto an 8"x 8" piece of 1/4" plywood. Use tempera or water color to show the color needed in each area of the design. Lay pieces of tile in areas according to color. Glue each piece down. When glue is dry, mix plaster and water to making a paste-like mix. Smear the mix over the entire design being sure to push the plaster into the cracks very carefully. Be careful not to cut the hands! When the plaster is dry, use a very moist cloth to wipe the plaster off the top of the tile pieces.

Pottery:

Learners can use the coil method or the slab method to build a pot. If the pot is round and has a large base and small opening at the top, the coil method is the best. If the pot is angular, use the slab method. See drawings. Ask learners to wrap their pots-in-progress with plastic bags to keep moisture in over night. After the pots are complete, cover loosely over night, then unwrap to dry for a week or more before firing. Use low fire clay cone 06 to cone 04.

Weaving:

Ask learners to build their own loom if you do not have one. Everything from shoe box lids with cuts in them to highly polished wood with dowels make great looms for kids.

Rug Hooking:

Crafts stores have a metal tool called a rug hook. Simply purchase a few and read the instructions that come with them. Burlap pieces need to be attached firmly to a small wooden frame, or simply use an embroidery hoop on the burlap. The hook is threaded with yarn and it is poked through the burlap to leave a loop of yarn. The loops can be left as loops, or trimmed.

Stained Glass Windows:

Use tissue paper for the transparent portion of the window and black construction paper for the leaded part.

After choosing a design, artists will copy it onto the construction paper with white chalk or pencil. They will need two pieces (one for the front and one for the back).

Holding both pieces together, cut the design out, being sure to leave enough construction paper that connects the interior design.

Ask the learner to choose appropriate tissue paper to fill the cut out areas. Lay the construction paper on the tissue paper and draw the shape through the cut-out hole. Cut the piece about 1/2" larger all around than the hole. Using a glue stick, glue the tissue over the hole. Repeat this process for every cut-out, using the color that is most like the color of the original stained glass in the mosque photograph.

After the entire piece is finished, carefully place the other cut-out construction paper on the back, gluing it down in spots to be sure it doesn't obscure the design. Trim the outside if necessary to fit on one of the classroom windows for display-they are really beautiful.

This activity is wonderful for Medieval European units when teaching the Cathedral if you make the windows for every classroom window. Turn off the lights and you are in Christendom!



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THE GEOGRAPHY OF LYNCHING

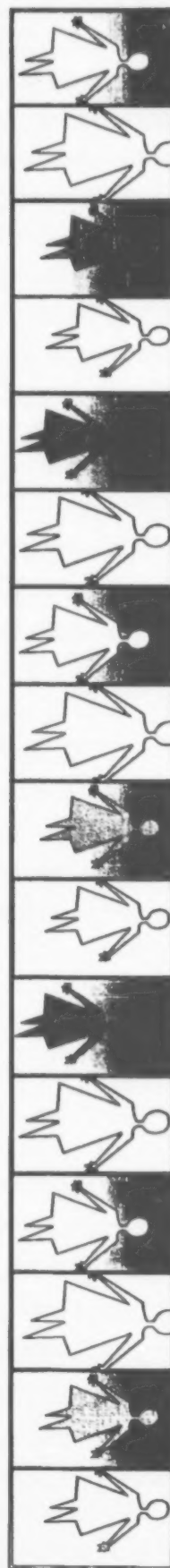
by Peg Smith

*Using mapping techniques, personal narratives, and
collaborative group work to study the issue of lynching
in 20th century America*

TITLE NO.

23

281



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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THE GEOGRAPHY OF LYNCHING¹

INTRODUCTION:

The anti-lynching movement during the nineteenth and twentieth century in the South was primarily organized and supported by women. It is one of the most important examples of black and white women working together to achieve a common goal, especially since the falling out between blacks and whites over the issue of suffrage. Two key southern women figures were Ida B. Wells-Barnett and Jessie Daniel Ames. For several decades, women like them lobbied their lawmakers on both the state and national levels for a law to stop lynching. Unfortunately, the law never passed. Perhaps the most powerful tool that women had was educating themselves and others to bring an end to the practice of lynching.

This lesson is designed to help students understand the issue of lynching and the biracial efforts to put an end to it. It involves teaching about controversial issues that may warrant a lengthy discussion with students about how to express points of view in a constructive way. It is important for the teacher to anticipate the perspectives his or her students may offer to a discussion on lynching in order to anticipate how to deal with sensitive information. The activity is designed to integrate history, geography, and gender roles with the topic of lynching. The activity incorporates a spatial analysis of lynching that can complement the teaching of historical geography concepts. This lesson assumes both the students and teacher have prior knowledge about the historical context of lynching. Students may need to do some background reading about the anti-lynching movement prior to this activity if they are not enrolled in a history course that analyzes this topic.

OBJECTIVES:²

Knowledge

1. Develop an understanding of regional variations in lynching by state, race, and time period.
2. Explain the role of women in the anti-lynching movement as represented by the perspectives of Ida B. Wells-Barnett and Jessie Daniel Ames.

Skills

1. Create and analyze maps using statistical tables.
2. Compare and contrast statistical information found in several tables.

¹ This lesson was originally developed by Peg K. Smith, St. Mary's High School, Annapolis, Maryland.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

Perspectives

1. Understand the perspective of a woman active in anti-lynching and biracial politics of the time period.
2. Develop an appreciation for discussing controversial issues in a constructive way.

RESOURCES:

- Blank outline maps of the United States
- Color pencils or markers
- Student Resource 1: TABLE 1: MAPPING ACTIVITY DIRECTIONS
- Student Resource 2: TABLE 2: LYNCHINGS BY RACE AND YEAR: 1882-1962
- Student Resource 3: TABLE 3: CAUSES OF LYNCHINGS CLASSIFIED: 1882-1962
- Student Resource 4: SOUTHERN WOMEN CONDEMN LYNCHING, 1942
- Student Resource 5: IDA B. WELLS CRUSADES AGAINST LYNCHINGS 1892
- Student Resource 6: QUESTIONS FOR READING SELECTIONS

IMPLEMENTING THE ACTIVITY:**Activity One**

The purpose of the mapping activity is for the student to detect and observe regional variations in the practice of lynching. Distribute a United States map and set of statistics to each student. Ask students to create a thematic map using the information from Table 1 (Student Resource 1). As a class, students develop ranges that represent the variations in the statistics and assign shades of a color for each range. You can have students create one map representing the total lynchings, or 2-3 maps showing lynchings by state and ethnic group. This work can be completed in pairs or groups depending on the teacher's preference. Upon completion, lead students in a discussion to analyze the patterns in the map(s). Give students the questions prior to a group discussion so they have time to analyze their map(s). Suggested questions are:

- *What areas or states had the highest number of recorded lynchings?*
- *What areas or states had the lowest number of recorded lynchings?*
- *What regional patterns are illustrated on the map(s)?*
- *Speculate why the areas or regions were high or low.*

Activity Two

Ask the students to compare the information in Table 1 with the information in Table 2 on lynchings by race and year (Student Resource 2). Make sure students are familiar with how to read the statistics and headings found in the tables. In a class discussion, ask students to speculate why more whites were lynched in 1884-885,

where those lynchings might have occurred, and what were reasons for these occurrences.³

Remind students to use the information from their maps to help answer these questions. For the decade of 1891 to 1901, recorded lynchings of Blacks were at the highest point. Discuss with the students where and why this was so. Emphasize the politics of the era and the influence that *Plessy v. Ferguson 1896* might have had on the growth of lynching. Next, ask students to compare Table 3 (Student Resource 3) on the causes of lynching with Table 2 on lynchings by race and year. Discuss the various reasons for lynching found in the chart so that students understand all of the terms. Ask students to analyze the information in Table 3 based on race relations for a given time period. A suggestion is to use the same time period of 1891 to 1901 from the previous discussion to maintain consistency using the charts. In concluding this activity, have students discuss the patterns of lynching based on the information in both the tables and maps they created.

Activity Three

The purpose of activity three is to read selections from Ida B. Wells-Barnett and Jessie Daniel Ames in order to analyze how women leaders helped in the anti-lynching movement (Student Resources 4 and 5). Pair students and ask each student to choose a woman's voice to read with a partner. While one student reads, the other should listen and take notes. Both accounts should be read to answer the questions on the attached worksheet (Student Resource 6).

EVALUATING THE ACTIVITY:

1. Have students design a pamphlet or poster that could have been used by the *Association of Women for the Prevention of Lynching* for the purpose of educating the public. Have the students present an explanation of their poster or pamphlet to the class.
2. Students can demonstrate their knowledge about the topic by conducting a mock trial of a lynching mob. Students should play the roles of the jury, judge, lawyers,

³ Based on the information presented, more whites were lynched from 1882-1885; however, by 1915 the number of whites lynched per year had greatly decreased while the number of blacks had greatly increased. Keep in mind that these are recorded lynchings and not all lynchings were recorded or reported. Generally more whites were lynched in the western states than southern and eastern states because of the *Wild West mentality* and demographics of the mid-nineteenth century. The *Wild West mentality* refers to the historical speculation that justice for some criminal actions was administered outside of the formal justice system in some western states. You may wish to consult the following books for additional information on this topic.

McGovern, James R. 1982. *Anatomy of a Lynching*. Baton Rouge: LSU Press.

Ploski, Harry A. and James Williams. 1983. *The Negro Almanac: A Reference Work on the Afro-American*, 4th edition. New York: John Wiley and Sons, Inc.

Raper, Arthur Franklin. 1969. *The Tragedy of Lynching*. New York: Negro Universities Press.

Shay, Frank. 1969. *Judge Lynch: His First 100 Years*. New York: Washburn, Inc.

Tolnay, Stewart Emory. 1995. *A Festival of Violence: An Analysis of Southern Lynchings, 1862-1930*. Urbana: University of Illinois Press.

Wells-Barnett, Ida B. 1969. *On Lynchings: Southern Horrors, a Red Record, Mob Rule in New Orleans*. New York: Arno Press.

Wheeler, Marjorie Spruill. 1993. *New Women of the New South*. New York: Oxford University Press.

defendants, bailiff, court reporter, and so forth. The trial could be based on an actual case that occurred in the state if sufficient information can be gathered.

EXTENSION ACTIVITIES:

Ask students to conduct research and write a report to answer one of the following questions.

- *What does lynching have to do with issues such as states' rights, suffrage, and Jim Crow laws?*
- *Did the Supreme Court's 1896 decision in Plessy v. Ferguson help or hinder the efforts of the anti-lynching movement? Give support to your answer.*
- *What was the impact of lynching on interracial relations?*
- *Why were women so anxious to have the rule of mob violence stopped? What was the argument used by White men in defense of lynching, and what was the response of White women?*
- *Is there an issue today which echoes the work of the women and men involved in the anti-lynching movement?*

Student Resource 1

MAPPING ACTIVITY DIRECTIONS

Using a blank map of the states of the United States and the information in Table 1, Lynchings by State and Race: 1882-1962, use shades of a color to code the information in the table on the map. Use the following categories and shade:

- Dark red: with statistics of 300 and above
- Medium red: with 200-299
- Light red: with 100-199
- Very light red: with 0-99

Table 1: Lynchings by State and Race: 1882-1962*¹²⁶

State	Whites	Blacks	Total	State	Whites	Blacks	Total
Alabama	48	299	347	New Jersey	0	1	1
Arizona	31	0	31	New Mexico	33	3	36
Arkansas	58	226	284	New York	1	1	2
California	41	2	43	North Carolina	15	85	100
Colorado	66	2	68	North Dakota	13	3	16
Delaware	0	1	1	Ohio	10	16	26
Florida	25	257	282	Oklahoma	82	40	122
Georgia	39	491	530	Oregon	20	1	21
Idaho	20	0	20	Pennsylvania	2	6	8
Illinois	15	19	34	South Carolina	4	156	160
Indiana	33	14	47	South Dakota	27	0	27
Iowa	17	2	19	Tennessee	47	204	251
Kansas	35	19	54	Texas	141	352	493
Kentucky	63	142	205	Utah	6	2	8
Louisiana	56	335	391	Vermont	1	0	1
Maryland	2	27	29	Virginia	17	83	100
Michigan	7	1	8	Washington	25	1	26
Minnesota	5	4	9	West Virginia	20	28	48
Mississippi	40	538	578	Wisconsin	6	0	6
Missouri	53	69	122	Wyoming	30	5	35
Montana	82	2	84				
Nebraska	52	5	57	Total	1,294	3,442	4,736
Nevada	6	0	6				

*No lynchings recorded as of July 19, 1963.

¹²⁶ Source for Tables 1-3: Ploski, Harry A. and James Williams, eds. 1983. *The Negro Almanac: A Reference Work on the Afro-American*, 4th ed. New York: John Wiley and Sons, Inc.

Student Resource 2

Table 2: Lynchings by Race and Year: 1882-1962

Year	Whites	Blacks	Total	Year	Whites	Blacks	Total
1882	64	49	113	1923	4	29	33
1883	77	53	130	1924	0	16	16
1884	160	51	211	1925	0	17	17
1885	110	74	194	1926	7	23	30
1886	64	74	138	1927	0	16	16
1887	50	70	120	1928	1	10	11
1888	68	69	137	1929	3	7	10
1889	76	94	170	1930	1	20	21
1890	11	85	96	1931	1	12	13
1891	71	113	184	1932	2	6	8
1892	69	161	230	1933	4	24	28
1893	34	118	152	1934	0	15	15
1894	58	134	192	1935	2	18	20
1895	66	113	179	1936	0	8	8
1896	45	78	123	1937	0	8	8
1897	35	123	158	1938	0	6	6
1898	19	101	120	1939	1	2	3
1899	21	85	106	1940	1	4	5
1900	9	106	115	1941	0	4	4
1901	25	105	130	1942	0	6	6
1902	7	85	92	1943	0	3	3
1903	15	84	99	1944	0	2	2
1904	7	76	83	1945	0	1	1
1905	5	57	62	1946	0	6	6
1906	3	62	65	1947	0	1	1
1907	2	58	60	1948	1	1	2
1908	8	99	97	1949	0	3	3
1909	13	69	82	1950	1	1	2
1910	9	67	76	1951	0	1	1
1911	7	60	67	1952	0	0	0
1912	2	61	63	1953	0	0	0
1913	1	51	52	1954	0	0	0
1914	4	51	55	1955	0	3	3
1915	13	56	69	1956	0	0	0
1916	4	50	54	1957	1	0	1
1917	2	36	38	1958	0	0	0
1918	4	60	64	1959	0	1	1
1919	7	76	83	1960	0	0	0
1920	8	53	61	1961	0	1	1
1921	5	59	64	1962	0	0	0
1922	6	51	57	Total	1,294	3,442	4,736

Student Resource 3**Table 3: Causes of Lynchings Classified: 1882-1962**

Year	Homicides	Felonious Assault	Rape	Attempted Rape	Robbery and Theft	Insult to White Persons	All Other Causes
1882	54	0	33	0	16	0	10
1883	71	0	24	3	4	0	29
1884	62	0	36	0	10	0	103
1885	91	2	28	0	1	0	62
1886	70	1	32	0	1	0	27
1887	54	0	41	0	6	0	19
1888	62	0	31	0	3	4	37
1889	73	1	34	6	10	1	45
1890	35	0	31	2	5	0	23
1891	58	14	39	2	12	0	58
1892	93	3	49	12	15	1	57
1893	60	2	34	4	8	2	42
1894	75	1	37	12	5	1	61
1895	68	0	34	13	7	0	57
1896	39	6	35	6	6	0	31
1897	67	2	26	9	14	2	38
1898	68	7	15	6	8	2	14
1899	43	2	17	9	7	1	27
1900	43	5	21	16	7	1	22
1901	51	7	17	8	10	0	37
1902	37	6	18	12	2	0	17
1903	50	7	15	8	0	1	18
1904	37	1	15	7	0	2	21
1905	32	3	11	7	2	0	7
1906	25	7	16	10	2	1	4
1907	16	7	12	12	14	1	8
1908	35	8	15	14	3	1	21
1909	46	5	14	5	3	4	5
1910	41	3	18	5	4	2	3
1911	36	3	6	7	3	4	8
1912	34	2	11	3	4	3	6
1913	25	4	7	3	1	1	11
1914	31	9	6	1	2	1	5
1915	27	9	11	6	9	3	4
1916	21	7	3	9	8	2	4
1917	7	3	7	6	1	6	8
1918	27	3	10	6	5	2	11
1919	29	8	9	10	1	7	19
1920	23	9	15	3	0	3	8
1921	19	8	16	3	0	3	15

Year	Homicides	Felonious Assault	Rape	Attempted Rape	Robbery and Theft	Insult to White Persons	All Other Causes
1922	15	51	14	5	4	2	12
1923	5	5	6	1	1	2	13
1924	4	2	5	2	0	3	0
1925	8	1	4	2	0	1	1
1926	13	3	2	3	1	1	7
1927	7	2	2	3	0	0	2
1928	5	2	3	0	0	0	1
1929	1	3	3	0	0	2	1
1930	5	0	8	2	3	0	3
1931	5	3	0	5	0	0	0
1932	1	2	1	1	0	1	2
1933	8	4	3	3	1	1	8
1934	2	2	2	4	1	3	1
1935	8	1	3	3	0	1	4
1936	1	0	3	3	0	1	0
1937	4	2	1	0	1	0	0
1938	3	0	1	0	0	1	1
1939	2	0	0	0	0	0	1
1940	0	0	0	1	0	1	3
1941	0	0	0	1	1	0	2
1942	1	1	0	3	0	0	1
1943	1	0	0	0	0	1	1
1944	2	0	0	0	0	0	0
1945	0	0	0	1	0	0	0
1946	0	1	0	0	2	0	3
1947	1	0	0	0	0	0	0
1948	0	0	0	0	1	0	1
1949	0	0	0	0	0	0	3
1950	0	0	0	0	0	0	2
1951	0	0	0	0	0	0	1
1952	0	0	0	0	0	0	0
1953	0	0	0	0	0	0	0
1954	0	0	0	0	0	0	0
1955	0	0	0	0	0	1	2
1956	0	0	0	0	0	0	0
1957	0	1	0	0	0	0	0
1958	0	0	0	0	0	0	0
1959	0	0	1	0	0	0	0
1960	0	0	0	0	0	0	0
1961	0	0	0	0	0	0	1
1962	0	0	0	0	0	0	0
Total	1,937	205	911	288	232	85	1,078

STUDENT RESOURCE 4**Southern Women Condemn Lynching, 1942⁵**

... Fundamentally the white South is not yet fixed in any new ideals expressive of a genuine regeneration of mind and spirit. The white South still believes in the inherent right of the white race to rule supreme over Negroes. It still believes that the rights and privileges of democracy can be limited by force; that certain jobs are the exclusive prerogative of white people; that equal pay for equal work, equal protection and administration of the law for all, and the free exercise of the ballot imperil white racial supremacy. The need to hang together in the present days in order to keep from hanging separately later on will hold in abeyance any widespread outbreak of racial violence, but this need, or at least the recognition of it, will pass with the passing of war.

Decrees and edicts by the President protecting the status of Negroes will be honored in the breach unless the white people of the South come to realize that the future of the South and of the Nation depends upon the extending of certain inalienable rights to the Negro race. If the South is saved from a post-war era of violence, bloodshed, lynching, and torture, it will be because sane white Southerners begin now to work for, as well as talk for, the principles of Democracy. But the task is not alone that of the white South. As there are arrogant and unruly white people, so are there arrogant, unruly, and embittered Negroes. The responsibility of Southern Negroes for the kind of South they will live in is as great as is that of the white people, in the same direction and toward the same end....

In general, the program of the Southern women has been directed to exposing the falsity of the claim that lynching is necessary to their protection and to emphasizing the real danger of lynching to all the values of the home and religion. Its methods have been in part those followed by the Commission on Interracial Cooperation and in part those devised to meet the situations as women saw them. State Associations have been set up; methods to prevent lynchings developed and followed; investigations made of lynchings allegedly involving crimes against white women; public forums held in small towns and county seats; flyers, pamphlets, posters, one-act plays written, published, and distributed.

By 1940, having tried out and established its most effective methods of education, the Association, through its Central Council extended its program of education of public opinion against lynching to include a presentation of the effect of the white primary on white people. This decision was reached as the result of a growing realization that Negroes as a voteless people in a Democracy were a helpless people, and that this condition of helplessness contributed to a belief in inherent racial superiority on the part of white people and encouraged disregard for the rights of minorities.

One danger that the Association of Southern Women for the Prevention of Lynching foresaw, as lynching decreased, was that some lynchings, with little reader interest

⁵ Source: Ploski, Harry A. and James Williams. 1983. *The Negro Almanac: A Reference Work on the Afro-American*, 4th edition. New York: John Wiley and Sons, Inc.

outside the localities where they were committed, would not come to the attention of the general public. To meet this situation, the Association has organized its machinery to check on rumored lynchings and to give adequate publicity to the facts obtained...

Student Resource 5**IDA B. WELLS CRUSADES AGAINST LYNCHINGS 1892***

... Although I had been warned repeatedly by my own people that something would happen if I did not cease harping on the lynching of three months before. I had expected that happening to come when I was at home. I had bought a pistol the first thing after Tom Moss was lynched, because I expected some cowardly retaliation from the lynchers. I felt that one had better die fighting against injustice than to die like a dog or a rat in a trap. I had already determined to sell my life as dearly as possible if attacked. I felt if I could take one lyncher with me, this would even up the score a little bit. But fate decided that the blow should fall when I was away, thus settling for me the question whether I should go West or East. My first thought after recovering from the shock of the information given me by Mr. Fortune was to find out if Mr. Fleming got away safely. I went at once to the telegraph office and sent a telegram to B. F. Booth, my lawyer, asking that details be sent me at the home address of Mr. Fortune.

In due time telegrams and letters came assuring me of Mr. Fleming's safety and begging me not to return. My friends declared that the trains and my home were being watched by white men who promised to kill me on sight. They also told me that colored men were organized to protect me if I should return. They said it would mean more bloodshed, more widows and orphans if I came back, and now that I was out of it all, to stay away where I would be safe from harm.

Because I saw the chance to be of more service to the cause by staying in New York than by returning to Memphis, I accepted their advice, took a position on the New York Age, and continued my fight against lynching and lynchers. They had destroyed my paper, in which every dollar I had in the world was invested. They had made me an exile and threatened my life for hinting at the truth. I felt that I owed it to myself and my race to tell the whole truth.

So with the splendid help of T. Thomas Fortune and Jerome B. Peterson, owners and editors of the New York Age, I was given an opportunity to tell the world for the first time the true story of Negro lynchings, which were becoming more numerous and horrible. Had it not been for the courage and vision of these two men, I could never have made such headway in emblazoning the story to the world. These men gave me a one-fourth interest in the paper in return for my subscription lists, which were afterward furnished me, and I became a weekly contributor on salary.

These readers will doubtless wonder what caused the destruction of my paper after three months of constant agitation following the lynching of my friends. They were killed on the ninth of March. The Free Speech was destroyed 27 May 1892, nearly three months later. I thought then it was the white southerner's chivalrous defense of his womanhood which caused the mob to destroy my paper, even though it was known that the truth had been spoken. I know now that it was an excuse to do what they had

* Source: Wells-Barnett, Ida B. 1969. *On Lynchings: Southern Horrors, a Red Record, Mob Rule in New Orleans*. New York: Arno Press.

wanted to do before but had not dared because they had no good reason until the appearance of that famous editorial.

For the first time in their lives the white people of Memphis had seen earnest, united action by Negroes which upset economic and business conditions. They had thought the excitement would die down; that Negroes would forget and become again, as before, the wealth producers of the South, the hewers of wood and drawers of water, the servants of white men. But the excitement kept up, the colored people continued to leave, business remained at a standstill, and there was still a dearth of servants to cook their meals and wash their clothes and keep their homes in order, to nurse their babies and wait on their tables, to build their houses and do all classes of laborious work.

Besides, no class of people like Negroes spent their money like water, riding on streetcars and railroad trains, especially on Sundays and excursions. No other class bought clothes and food with such little haggling as they or were so easily satisfied. The whites had killed the goose that laid the golden egg of Memphis prosperity and Negro contentment; yet they were amazed that colored people continued to leave the city by scores and hundreds....

Student Resource 6

QUESTIONS FOR READING SELECTIONS

Read each of the selections and answer the questions.

1. What was Ida B. Wells position on lynching in 1892? How does she support her argument and is she effective? Support your answer with examples from the reading.
2. “Southern Women Condemn Lynching, 1942”, was written by Jessie Daniel Ames of the *Association of Southern Women for the Prevention of Lynching*. What was her message in 1942? How does she defend her position?
3. Skim Wells’s and Ames’s work. Think about their messages using comparison and contrast skills. In what ways are the writings similar? Different? Why do you think black and white women in the South were willing to work together to stop lynching? Explain why they were successful.

FINDING A WAY

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FOR GEOGRAPHIC EDUCATION

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MAPMAKER, MAPMAKER, MAKE ME A MORE FAIR MAP

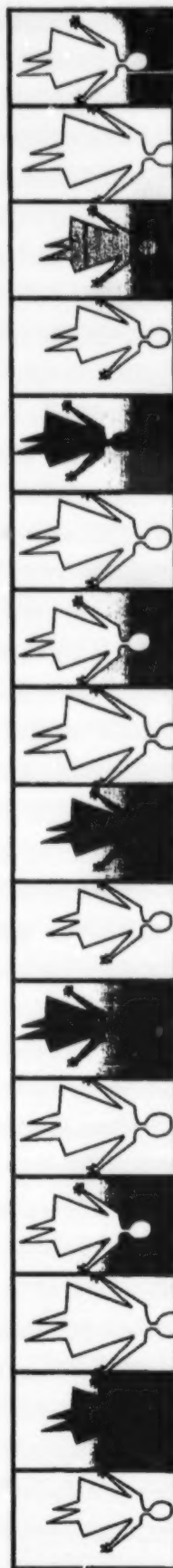
by Jody Smothers Marcello

*Exploring ways that the geographer's most basic tool—
the map— can be used to bring out the new feminism
and engender a new geographic vision*

TITLE NO.

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FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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MAPMAKER, MAPMAKER: MAKE ME A MORE FAIR MAP¹

INTRODUCTION:

The goal of this learning activity is to enable all students to observe, with a geographer's eye, layers of the mapped landscape. It develops a student's geographic eye for the types of information represented in maps, and helps students understand the process of inclusion and exclusion of information when creating a map. This learning activity helps students answer questions such as: How can maps be viewed in new ways, in ways that engender a new geographic vision to include a more inclusive approach to their reading? How are maps, as representations of knowledge, partial rather than whole truth, and who is presenting the knowledge represented in the maps? Who has the power over maps? Who has the power to map the world?

This learning activity teaches students how to read maps with a critical eye that enables them to ask geographic questions pertaining to voice and representation. In Mark Monmonier's book *How to Lie With Maps*,² he states that, "Maps are generally read and used with a less critical eye than any other printed work. (1991)" This quote provides a starting point for getting students to use a critical eye when examining or creating maps on their own as cartographers. Analyzing and creating maps empowers students by giving them a means of communicating the world in spatial terms.

This learning activity empowers students even further, to give them additional questions to ask about maps as a tool of geography. This learning activity asks and answers questions about who is structuring the geographic information, who is ordering the information into maps, and what stories this information tells us about people acting upon the landscape. The learning activity empowers students to answer questions such as: Who carries the power of the map? The cartographer? The reader of the map? The person on the landscape of the map? Whose voices are represented on the map? Whose voices were left out when the map was created?

OBJECTIVES:³

Knowledge

1. Understand a variety of geographic terms related to cartographic design and map analysis such as: title, orientation, date, author, legend (key), scale, index, grid, source, situation, cartographer, ethnicity, ancestry, race, gender, sovereignty, insider, outsider, homeland, frontier and territory.

¹ This lesson was developed by Jody Smothers Marcello and revised from its original format by Pamela Wridt. It won the National Council for Geographic Education's Cram Award in 1997 at the Annual Meetings in Orlando, Florida.

² Monmonier, Mark. 1991. *How to Lie With Maps*. Chicago: University of Chicago Press.

³ These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

2. Be familiar with a basic map analysis system to evaluate maps, i.e. the TODALSIGss system.

Skills

1. Critically evaluate maps based on issues of diversity and gender.
2. Create maps that give voice to actors on the landscape.
3. Pose geographic questions pertaining to the readability of a map.
4. Use maps to assess systematically the value and use of geographic information.
5. Design maps that represent diversity.
6. Make inferences and draw conclusions about the utility of maps.

Perspectives

1. Understand the power of the person creating a map.
2. Understand the impact of excluding information from a map.

RESOURCES:

- A variety of maps (This lesson provides an example with *The State of the World Atlas*).⁴
- Student Resource 1: TODALSIGss
- Student Resource 2: CARTOGRAPHIC POWER: A NEW VISION OF MAP ANALYSIS
- Teacher Resource 1: TURN-TAKING CHIPS
- Teacher Resource 2: CRITERIA FOR PERFORMANCE TASKS

IMPLEMENTING THE ACTIVITY:

Activity One

Conduct a whole class brainstorming session on each of these questions: Who are mapmakers? Who are cartographers? Who most often uses maps and for what purposes? What is most often represented on maps? The question of who are mapmakers can lead to another exercise if you have time. You can have students draw pictures of mapmakers or cartographers and display them around the room.

Jeremy Anderson developed a useful map analysis system known as TODALSIGss⁵ (Student Resource 1). This system is one which middle school and high school students can readily use to analyze commercially produced maps as well as to assess their own maps produced in the geography classroom. It is recommended that this system be used as an introductory component to the learning activity.

Activity Two

Distribute a variety of maps from the *State of the World Atlas* to groups of four students (actual maps are described in the next section). Have each group analyze

⁴ Kidron, Michael and Ronald Segal. 1995. *The State of the World Atlas*, Fifth Edition. London: Penguin Books.

⁵ Anderson, Jeremy. 1986. *Teaching Map Skills Through an Inductive Approach*. Indiana, Pennsylvania: National Council for Geographic Education.

their map given the set of Cartographic Power questions (Student Resource 2) or given selected questions from those listed. Within the groups, give each student one of the sets of questions printed on 5"x8" index cards or on half sheets of paper. Put each student in charge of reading his or her questions to the group and recording the group's answers for that set of questions.

TEACHER'S NOTE ON MATERIALS: Many different maps are available that may be useful for the analysis outlined above. This lesson suggests using *The State of the World Atlas*⁶, but other choices could be used. For example, a global studies class focusing on gender topics might analyze resource maps that specifically focus on women: "Illiteracy" (pages 13-14), "Missing Women" (pages 15-16), "Body Politics" (pages 16-17) and "Women in Work" (pages 23-24). Using the "Women in Work" as an example, some suggested focal points of the classroom discussion for each of the Cartographic Power selections are as follows.

Selections for the Map

- All of these maps need to be discussed in light of their inclusion in this atlas. Why was this atlas produced and how were the maps selected? Is this kind of information readily found in other geographic resources?
- Point of view is especially critical for discussion of these maps. What is the purpose of producing a map showing how many women are part of the labor force?
- If women are the actors in the landscape depicted on the map, do class members think they were consulted before the map was created? This discussion should lead directly to the "Notes" section of the book that cautions readers of the map to consider that governments may not report statistics on women in the labor force as one might think, especially ignoring the informal work done by women.⁷

Stories from the Map

- This particular map tells several stories. One is about where women make up a large part of the labor force. One of the most interesting stories in this regard is to discuss why Russia has more women than men in the labor force. A second story on the map is what countries offer paid maternity leave and those that do not. A third story on the map is the number of women in the world's parliaments.
- Stories not told by this map involve such issues as working conditions, sectors of the economy in which most women work, salary gaps, and the value of unpaid labor.

Diversity of the Map

- A discussion point for this section would be: What are ways to graphically or spatially represent the conditions under which women work? What kinds of

⁶ Kidron, Michael and Ronald Segal. 1995. *The State of the World Atlas*, Fifth Edition. London: Penguin Books, selected pages.

⁷ More in-depth research on this topic may lead to the work of Marilyn Waring. A search on the Internet is one way to find reference to her work.

divisions would there be by region if working conditions and types of jobs were graphed or mapped?

Landscape of the Map

- This map reflects a political landscape in that the statistics are reported by governments of the countries represented on the map. One question to discuss is how one maps the personal landscape and documents the working lives of women on a more personal level. Can it be done?
- This map, by the nature of its title and purpose, sends a message about how the world is divided by gender. What differences are there in a society where more than 40 percent of the labor force is comprised of women (i.e., Sweden) versus a society where less than 10 percent of the labor force are comprised of women (i.e., Algeria).
- Does this map fairly represent how much women work?

Drawing Conclusions

Conduct a turn-taking discussion centered around a discussion of the following questions. Is the world divided by race, class, gender, and religion? Why or why not? Use speaking chips to direct the discussion (Teacher Resource 1). Students give up their speaking chips when they choose to offer an opinion. They can only use their chip for one opinion. Then, they can no longer participate in the discussion until every student in the class has had a chance to participate.

After the turn-taking discussion, students should be given a journal assignment in order to be able to react privately to this issue. The journal questions or prompts may be worded to elicit a personal response.

- *What are some examples from your daily life that would support the viewpoint that the world is divided by race, class, gender, and religion?*
- *What are some examples from your daily life that would support an opposite viewpoint?*

Additional questions may include:

- *Who has the most power: the cartographer, the reader of the map, or the person whose landscape is depicted in the map?*
- *Who has the power and authority to map the world?*
- *What do maps tell us about our world?*
- *Are you comfortable with the stories they tell?*
- *What groups have divided, organized, and unified areas of Earth's surface?*

EVALUATING THE ACTIVITY:

Give students a new map, one they have not previously had the opportunity to analyze. They should write a letter to the map cartographer or publisher in which they analyze the value of the map. Alternatively, have the students create an insider map of their community that gives voice and power to the actors on the landscape (see Teacher Resource 2 for criteria for performance tasks to help with assessment).

EXTENSION ACTIVITIES:

- Use specific examples from Mark Monmonier's works to delineate other ways to critically analyze maps. His three works include: *How to Lie With Maps*, *Drawing the Line: Tales of Maps and Controversy*⁵, and *Mapping it Out: Expository Cartography for the Humanities and Social Sciences*.^{9, 10}
- Have students collect and/or create maps that are designed entirely as propaganda pieces for a political party, special interest group, or corporation.
- Have students create their own set of questions to critically analyze a specific map in the school or classroom collection and display it during Geography Awareness Week.

⁵ Monmonier, Mark. 1995. *Drawing the Line: Tales of Maps and Controversy*. New York: Henry Holt & Company.

⁹ Monmonier, Mark. 1993. *Mapping it Out: Expository Cartography for the Humanities and Social Services*. Chicago: University of Chicago Press.

¹⁰ An easy way to find these books for purchase is online: <<http://www.bibliofind.com>>.

Student Resource 1
TODALSIGss

Letter	Associated Word(s)	Questions to Ask
T	title	What does the map show? Where is the place? What is the time period portrayed by the map?
O	orientation	What are the principal geographical directions of the map? Does the map have a compass rose or another way of showing orientation? What direction is to the top of the map?
D	date	When was the map made? How long ago was the map made? Is it still reliable? What has changed since the map was printed?
A	author	Who made the map? Was it an individual or a team of people? Is this a commercially produced map?
L	legend	Does the map have a legend (key) that clearly shows the meaning of the symbols? What symbols are included in the legend?
S	scale	Is there a map scale? What distance does a unit of measure represent in the area actually shown on the map? How is the scale expressed: verbally as a ratio or in graphic form?
I	index	Does the map have an alphabetical list of places shown and the grid address of those places?
G	grid	Does the map have a set of intersecting lines the provides a map address? Is the grid an arbitrary system or latitude/longitude system?
S	source	Where did the information to make the map originate?
S	situation	Does the map show the situation of the place in relation to a larger or smaller region or the world?

Source: Anderson, Jeremy. 1986. *Teaching Map Skills Through An Inductive Approach*. Indiana, Pennsylvania: National Council for Geographic Education.

STUDENT RESOURCE 2**CARTOGRAPHIC POWER: A NEW VISION OF MAP ANALYSIS****Selections for the Map**

- *What selected aspects of Earth's surface, physical or human features, are represented on this map?*
- *Who do you think selected the aspects to be included on this map? In other words, who decided what would be included and what would be left out of this map? Why do you think this?*
- *Did an outsider or an insider create and produce this map? What is the basis for your choice? What is the point of view of this map? How do you know?*
- *Does this map reflect more of a homeland, frontier, or territorial point of view?*
- *Who is the audience for this map? How do you know this?*
- *Were the audience members consulted during the production of this map? Why do you think so?*
- *Who are the actors, if any, on the landscape of this map? How can you identify them? Which actors are visible? Which are invisible? Were the actors on this landscape consulted in the production of this map? Why do you think so?*
- *Why was this map produced? Who made the decision to produce this map?*
- *What kinds of resources were utilized in producing this map? Who controls these resources?*
- *What is the source of the information produced in this map? Is it an authoritative source? How do you know? What gives that source its authority?*

Stories from the Map

- *What story or stories does this map tell?*
- *Does it tell the whole story?*
- *From whose point of view does it tell the story?*
- *Are there parts of the story that are left out?*
- *If there are parts of the story that are left out, how do we get the rest of the story? Is there another map with which you are familiar that tells another part of the story?*
- *If parts of the story are left out, how could you revise this map to make it more reflective of the whole story?*
- *What kinds of maps need to accompany this map, be used with this map, in order for more of the story to be told?*
- *Does this map reflect reality or myth? How do you know?*

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Diversity of the Map

- *What does this map reflect about diversity of the population: about ethnicity, ancestry, race, gender, etc.?*
- *What does this map say about the gender roles, ethnic diversity, and makeup of the population during the time period reflected on the map?*
- *Does this map need to be revised to be more reflective of a diverse population? How could this be done?*
- *Do you think a diverse group of cartographers produced this map? Why or why not?*

Landscape of the Map

- *Does this map reflect a natural, physical, political, or personal landscape?*
- *What groups of people use this landscape? Whose landscape is it?*
- *Who has sovereignty over the territory depicted on the map? Is this clearly identifiable on this map?*
- *What does this map say about how the world is divided, i.e., race, class, gender, etc.?*
- *Is this landscape fairly represented on this map?*
- *Was this map produced by means of direct observation, air photos, infrared or color infrared air photos, satellite images, or merged images?*

Teacher Resource 1
TURN-TAKING CHIPS

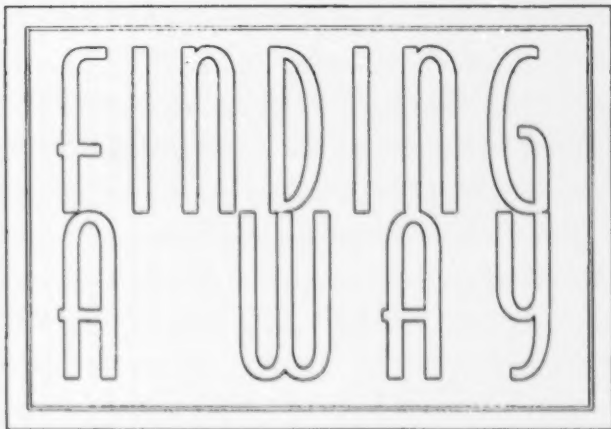
Cut apart blocks and pass one out to each class member. Collect it as they speak. No one can speak twice until everyone has taken a turn at speaking.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Teacher Resource 2**CRITERIA FOR PERFORMANCE TASKS¹²**

Essential	• The task fits into the core of the curriculum. • It represents the big idea.	vs.	Tangential • divergent • incidental • peripheral
Authentic	• The task uses processes appropriate to the discipline. • Students value the outcome of the task.	vs.	Contrived • devised • invented • made up
Rich	• The task leads to others. • It raises other questions. • It has many possibilities.	vs.	Superficial • shallow • cursory • one-dimensional
Engaging	• The task is thought provoking. • It fosters persistence.	vs.	Uninteresting
Active	• The student is the worker and the decision-maker. • Students interact with other students. • Students are constructing meaning and deepening understanding.	vs.	Passive • inactive • quiet • idle
Feasible	• The task can be done within school and homework time. • It is developmentally appropriate for students. • It is safe.	vs.	Infeasible • impractical • unworkable • unattainable
Equitable	• The task develops thinking in a variety of styles. • It contributes to positive attitudes.	vs.	Inequitable • unfair • unjust • arbitrary
Open	• The task has more than one right answer. • It has multiple avenues of approach, making it accessible to all students.	vs.	Closed • inaccessible • unreachable

¹² Source: Stenmark, Jean Kerr. 1991. *Mathematics Assessment: Myths, Models, Good Questions, and Practical Suggestions*. Reston, Virginia: National Council of Teachers of Mathematics.



A PROJECT OF THE NATIONAL COUNCIL
FOR GEOGRAPHIC EDUCATION

FUNDED BY THE NATIONAL SCIENCE FOUNDATION

TALES FROM THE CRYPT

by Gale Ekiss

*Gathering and evaluating information about
cultural symbols, nationalities, lifespans, and gender
issues in a specialized landscape—the cemetery*

TITLE NO.

25

308



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

A publication of the National Council for Geographic Education

Cover: Donna E. Cashdollar

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TALES FROM THE CRYPT¹

INTRODUCTION:

Cemeteries are unique resources for studying the peoples of an area. In this activity, students will gather and evaluate information about cultural symbols, nationalities, lifespans, and gender issues found in their local cemetery. A cemetery is a special kind of landscape found in almost all communities. In a cemetery, students can observe symbols of culture groups, read epitaphs that convey information about the deceased, calculate lifespans, look for patterns, analyze nationalities represented in the locale, analyze how men and women had different experiences, and recognize how place names originated.

OBJECTIVES:²

Knowledge

1. Research local geography and history by using maps and books.
2. Recognize the different groups of people who have settled in the local community.
3. Recognize how men and women are represented differently in a cemetery.
4. Learn for whom local place names are dedicated.
5. Learn how symbols and epitaphs reflect culture.
6. Recognize patterns in lifespans between men and women.
7. Understand the terms: *lifespan*, *maiden name*, *demographics*, *symbols*, and *epitaphs*.

Skills

1. Apply geographic skills of observation to real places.
2. Make geographic observations and record information.
3. Develop research skills.
4. Practice oral and written communication skills.

RESOURCES:

- Local cemetery map (if available)
- Clipboards
- Books on local geography and history
- White construction paper
- Markers or colored pencils
- Calculators

¹ This lesson was developed by Gale Ekiss, John Wesley Powell Junior High School, Mesa, Arizona. It incorporates "Geography of the Cemetery" by Judy Morgan, Baldwin-Whitehall School District, Pittsburgh, Pennsylvania, at the National Council for Geographic Education's Annual Meeting in San Antonio, Texas, 1995.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

- Optional: charcoal, large sheets of smooth newsprint, hand-wipes, slides of cemeteries
- Student Resource 1: COMMON SYMBOLS IN CEMETERIES
- Student Resource 2: RESOURCE SHEET FOR DETERMINING NATIONALITIES
- Student Resource 3: CALCULATING LIFESPANS
- Student Resource 4: LIFESPANS OF CHILDREN
- Student Resource 5: EPITAPHS, SIZES AND SHAPES, AND SYMBOLS
- Student Resource 6: DEMOGRAPHICS OF THE CEMETERY

IMPLEMENTING THE ACTIVITY:

Setting up the Activity

Several weeks in advance, call a local cemetery and inform them of your plans. Visit the cemetery on your own. Ask for help in locating names of historically significant people. Try to get an understanding of the number of men and women, and the range of ethnicities represented in the cemetery. Get a feel for various increases and decreases in the number of deceased in different time periods. Look for names that can be researched easily with school resources. Look for names that have resulted in local place names. Ask about the regions of the cemetery such as: veterans' plots, pauper graves, mausoleums, fraternal organizations' plots, sacred grounds for various religions, and old and new areas. Obtain a brochure of the cemetery and a map. If these resources are not available, you may consider creating a rough sketch map of the cemetery yourself, or ask your students to do this as part of the activity.

Request permission from the principal to take a field trip, order buses, and secure parent permission. You'll need at least four chaperones, one for each group. When copying the worksheets, use four colors of paper for the four different worksheets. This makes it much easier to sort and hand out clipboards.

Activity One

Introduce the activity by discussing how your locale was first settled.³ Explain the technique of reading the landscape known as "O, SAE can you see?"⁴ Use photographs with students to test that they understand the concept of *reading* a landscape. Some general questions using this technique are:

OBSERVATION: *What do you see in the landscape?*

SPECULATION: *What pattern(s) or relationships are found in the landscape?*

³ It is assumed that each teacher has a good working knowledge of his or her local community's landscape.

⁴ For a detailed explanation of this method read: Salter, C. 1995. So, you want to read a landscape. In *Spaces and Places: A Geography Manual for Teachers*, edited by Walter G. Kemball. Washington, D.C.: Geographic Education National Implementation Project, pp. 74-78.

For additional information on interpreting a landscape incorporating a gender perspective read: Monk, J. 1992. Gender in the landscape: Expressions of power and meaning. Chapter 8 in *Inventing Places: Studies in Cultural Geography*, edited by K. Anderson and F. Gale. Australia: Longman Cheshire, pp. 123-138.

ANALYSIS: *What kinds of information do you need to confirm your speculations about patterns in the landscape?*

EVALUATION: *What value judgments can you attach to these findings?*

Inform students that they will be conducting field research in which they will use this landscape observation technique to learn about the geography and history of their community. Provide an overview of the cemetery you chose for the activity pointing out regions and sharing the map with students. Share some anecdotes from your experiences in visiting cemeteries. If possible, show some slides of cemeteries to help students become familiar with the regions of a cemetery. Remind students to respect funerals and grave sites. Remind students to dress comfortably and to bring water and pencils. Check with the cemetery to see if funerals are scheduled in an area where students may be visiting. Gather materials to be used and attach the worksheets to each clipboard. Familiarize students with the vocabulary found on the worksheets and review how to make the needed calculations. You may wish to discuss the worksheets: *Common Symbols in Cemeteries* and *Resource Sheet for Determining Nationalities*, (Student Resources 1-2).

Activity Two

Upon arriving at the cemetery, ask students to complete all the information on ONE worksheet for a small section of the cemetery. The lesson is more effective if you select a cemetery that includes older as well as recent graves and assign some students to early sections. Divide students into equal groups in order to gather information for one of the following worksheets: (1) *Calculating Lifespans*; (2) *Lifespans of Children*; (3) *Epitaphs, Size and Shapes, and Symbols*; and (4) *Demographics of the Cemetery* (Student Resources 3-6). There is too much information on each worksheet for one group to do all four unless extended time is available. Assign a chaperone to each group. If students have finished the assigned tasks and still have more time, have them complete another worksheet or allow them to do a charcoal rubbing of a tombstone that interests them.

Activity Three

Group students by worksheets and have them analyze data together. Have students use the large-sized construction paper to create charts or graphs that summarize findings for their particular worksheet.⁵ Ask each group to make a report to the class and display their findings. Then, lead a discussion about the patterns found in the charts. Suggested questions include: What are the general differences between men and women found in the cemetery? How do these patterns differ by year, age, origin of birth, nationality, cause of death, or occupation? Link their findings with the history of the local community, names of streets and buildings, etc.

EVALUATING THE ACTIVITY:

1. Create scoring guides that assess students' research skills, completion of worksheets, group work, and presentation of findings.

⁵ This may take considerable preparation depending upon the skill level of your students. You may need to discuss as a class how to go about analyzing data and putting it in a presentable format.

2. Ask students to write essays about their local community based on the findings from the cemetery research. Ask them to describe what the town looked like during a certain time period, i.e., who lived there, where they came from, what the average family size was, what life was like, and what the most common cause of death was. You may want to let students read books about the history of the community to substantiate their essays.

EXTENSION ACTIVITIES:

- Students can use local phone books and city maps to search for additional place names or company names that may be based on a deceased citizen's name.
- Students can select a tombstone and compose a fictitious biography for the person.
- If the field activity cannot be done, use newspaper obituaries to complete some of the activities.
- Use this activity as an introduction to a more in-depth study of your community.
- Students can relate episodes of oral history about a deceased member of their family. For example, an episode could include an incident of migration emphasizing the geography theme of movement.

Student Resource 1**COMMON SYMBOLS IN CEMETERIES***

Angel:	represents God's messenger, a Christian symbol
Clasped hands:	symbolize marriage
Clover:	represent the Trinity (Father, Son, Holy Ghost)
Cross:	Christian symbol
Crown:	represents royalty, eternal life and honor
Dove:	represents Holy Spirit
Grapes and grape leaves:	symbolize the blood of Christ
Ivy:	symbolizes fidelity and immortality
Lamb:	represents Jesus as the Good Shepherd or innocence
Lily:	symbolizes purity, innocence, beauty, marriage, and Christ's resurrection
Mansion or castle:	from the Bible, "in my Father's House are many mansions"
Oak leaves or acorns:	symbolize courage, strength, eternity, and virtue
Open book:	symbolizes the Bible
Pointing finger:	represents the hand of God
Rose:	symbolizes love, beauty and perfection, or it can represent Christ's mother, Mary
Roses on a cross:	symbolize the death of Christ
Sunburst:	symbolizes the dawn of life
Wheat:	represents the body of Christ
Willow:	symbolizes sorrow and grief

* Source: Judy Morgan. "Geography of the Cemetery," at the National Council for Geographic Education's Annual Meeting in San Antonio, Texas, 1995.

Student Resource 2**RESOURCE SHEET FOR DETERMINING NATIONALITIES**

Dutch	English	Russian	Italian	Spanish	Scandinavian	German	Jewish	Polish	Irish	Scottish	French
Van-	-smith	-ov	Lo-	de-	-sen	Sch-	-el	-sky	Mc-	Mac-	-ette
Rhy-	-son	-ev	La-	del-	-son	Wein-	-ben	-ski	O'-		-mas
-meer	-worth	-off	Li-	de la-	-sson	-tz	-ibn	-ovsky	Ap-		La-
-mere	-ham	-eff	-omo	de los-	-holm	-etz	-stein	-evsky	Fitz		Le-
-dyke	-thorp	-ich	-oma	de las-	-strom	-man	-man	-ska			Du-
-vere	-ton	-vich	-imo	-la	-dahl	-mann	-feld	-of			Des-
-dam	-wick	-vna	-etta	-za	-gren	-sohn	-felt	-ek			-eaux
-aas	-wright	-ova	-ette	-ardo	-by	-ein	Rosen-	-ik			-ot
Ten-	-ster	-vitz	-etto	-ago	-en	-ause	-vin	-wicz			-ott
de--th	-olf	-eva	-iglia	-ado	Bj-	-eiss	-vine				-itt
	-olfe	-ska	-elli	-aro	Fj	-er	-berg				-evre
			-elle	-ez		Seig-	-thal				-avre
			-aro	-va		Sig-	-vy				-et
			-ucci	-ona		Wulf-					-rin
			-uci	-iz		-win					-aine
				-illo		-gar					
						-stine					
						-steen					
						-berg					
						Von-					

This sheet is not a precise instrument for determining nationalities. It is based on generalities. It is not intended that certain groups should be stereotyped. It is only a tool for students to identify some patterns in names.

Student Resource 3

CALCULATING LIFESPANS

Record the birth and death dates for 10 men and 10 women (over the age of 18 years). Calculate the number of years that this person lived. Average the life spans.

MEN			WOMEN		
BIRTH	DEATH	AGE	BIRTH	DEATH	AGE

1. What is the average age for men? _____
2. What is the average age for women? _____
3. Which group lived longer? _____
4. Do you think this is true today? Why or why not?
5. List the causes of death if given:
6. Are there any common causes of death in this group of people?

Student Resource 4

LIFESPANS OF CHILDREN

Now find the graves of 10 children (under the age of 18 years). Record their birth and death dates and ages at death. Average their lifespans.

BIRTH	DEATH	AGE

1. What is the average age for children?
2. What ages are the most often shown? Between _____ and _____ years.
How can you explain this pattern?
3. What is the saddest epitaph you found on a child's tombstone?
4. What symbols did you find on children's tombstones?

Student Resource 5**EPITAPHS, SIZES AND SHAPES, AND SYMBOLS****EPITAPHS**

(Sayings on a tombstone in memory of the deceased)

Which epitaph was the most common?

Which epitaph was the saddest?

Which epitaph made no sense to you?

Which 2 epitaphs tell something personal about the person?

What clues were given as to the occupations of the women besides *Mothers*?

What clues were given as to the occupations of the men besides *Fathers*?

Who had more occupations listed: Men or women? What does this say about our culture?

Sizes and Shapes

Draw in the space below, the most unusual shape of a tombstone that you saw.

What color of material seems to make up the most tombstones?

Do new tombstones differ from older ones in size and shape?

Does the size and shape of the tombstone tell something about social class?

Look at any 10 tombstones. How many show a woman's name without a male's name also? What does this say about our culture?

Symbols

What 10 different symbols do you find as you view the tombstones?

Which symbols do you find that indicate a religious background?

Which religious symbol is the most common?

What does this say about our culture?

Student Resource 6**DEMOGRAPHICS OF THE CEMETERY**

Record the last names for **10 different families** and guess their original nationalities. You can use the Student Resource 2 for help on determining nationalities.

FAMILY NAME	NATIONALITY

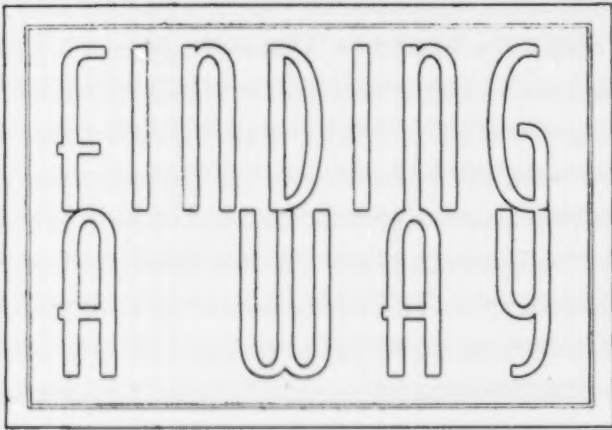
1. Choose one and mark it with an X

_____ One nationality seems to have the most representation?
Which nationality? _____

OR

_____ There is no real pattern to the nationalities.

2. Why is this true?
3. Which family group seems to have the largest plot?
4. Do you notice any family names that are well-known names in this area and might be the names of streets, buildings, towns, etc.?
5. Do you have any family or friends buried in this cemetery? If you do, describe your feelings when you visit these graves.



A PROJECT OF THE NATIONAL COUNCIL
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USING WOMEN IN THE MATERIAL WORLD

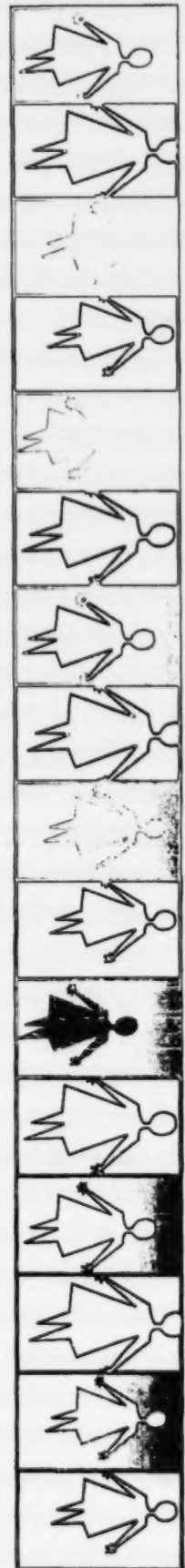
by Jan Hertel

*Helping students to see themselves in a cultural
and physical landscape and to better understand
the relationship between gender and space*

TITLE NO.

26

320



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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Cover: Donna E. Cashdollar

Text Design and Copyediting: Soliman Ismail

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USING WOMEN IN THE MATERIAL WORLD¹

INTRODUCTION:

Women in the Material World by D'Aluisio and Menzel is a book that offers a truly unique classroom resource for geography teachers interested in the gendered dimensions of cultural geography. A textbook is often written with an *objective, distant voice* and is filled with tables of numbers, often perceived by students as a sterile and faceless way to learn about people and cultures around the world. *Women in the Material World* contains photographs and current information about the everyday lives of women in a variety of countries.

As a complement to a traditional geography textbook, *Women in the Material World* provides a portrait of statistically average females in a variety of countries. The book helps attach a human face to what would otherwise be viewed as abstract information about the lives of women. This activity is designed to engage students with demographic data in which they see the faces and hear the voices of females that are represented by statistical information. This activity helps students, particularly girls, see themselves within a larger cultural and physical landscape and helps all students to understand how gender identity plays into our understanding of the world.

Hearing women's voices is a critical component in learning about the world and in reaching female students in geography classrooms. Students will read an interview about one woman and summarize important aspects of her daily life and country. In a pair-share activity, students analyze the interviews with each other to ascertain the most important information in order to develop an understanding of the lives of women in various countries. The class as a whole will compare their findings and discuss patterns and observations. To complement their understanding of women's lives represented by the interviews, students will map statistical information and discuss spatial relationships. Students will find this activity particularly appealing because the lesson focuses on the everyday lives of people.

OBJECTIVES:²

Knowledge

1. Understand cultural diversity and the effect of culture on women's daily lives in a variety of countries around the world.
2. Compare and contrast countries around the world for differences and similarities in the daily lives of women.

¹ This lesson was originally developed by Jan Hertel, Hastings Middle School, Hastings, Minnesota. It has been revised by Pamela Wridt, Ph.D. student at City University of New York, Department of Environmental Psychology, Graduate Center, with the assistance of Julie Costello, Agassiz Middle School, Fargo, North Dakota.

² These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

3. Understand strengths and weaknesses of different sources of information in conveying knowledge about places.

Skills

1. Analyze, with fellow classmates, interviews to learn about women's daily lives in another country.
2. Rank order pertinent information obtained from the interview and present that information to the class.
3. Participate in large group discussions and map geographic data pertaining to women's lives.

Perspectives

1. Develop an awareness of women's voices and how to apply these voices to understand the cultural characteristics of places.

RESOURCES:

- D'Aluisio, Faith and Peter Menzel. 1996. *Women in the Material World*. San Francisco: Sierra Club Books.³
- Map transparencies
- Red, yellow, and blue overhead pens
- Xerox copies of interviews
- Additional resource materials for student reports
- Suggested: Seager, Joni. 1997. *The State of Women in the World Atlas*. New York: Penguin, ISBN 0-14-051374-4, 128 pp., \$16.95 soft cover.

IMPLEMENTING THE ACTIVITY:

Introducing the Activity

To introduce the learning activity, discuss with students the variety of sources that one can use to understand the geographical aspects of a country. This includes primary data sources, such as direct interviews and narratives, as well as secondary sources, such as textbooks, atlases, and statistical data. This activity will focus on both interviews and statistical information as sources of data for learning about a country. First, it is important that students come to understand what a statistically average female is in a variety of countries. For example, the statistically average seventh grader would be about 59 inches tall and 95 pounds, but the full range of sizes in the seventh grade will vary considerably from this. Be clear with the students that using the statistically average female's voice to understand geographic aspects of a country can be misleading, and represent an individual female's daily life, rather than the entire range of female perspectives in their country. Students will be reading personal interviews conducted with the statistically average female in a particular country as a way of understanding cultural geography.

³ Copies of the book can be obtained through the online store of the Sierra Club at store@sierraclub.org, or by calling (415) 977-5500, fax (415) 977-5799. ISBN 0-87156-398-3, 256 pp., \$35.00 for hardcover.

Activity One

Randomly assign an interview from one country to two students from *Women in the Material World*. Each interview is given to two students so that they can talk in a later activity about what they learned. Ask each student to read the interview; then, write 10 important observations about what the woman's life is like in this particular country. These observations should not include information from the thumbnail sketch called "Family and Nation" found within *Women in the Material World*. This information will be used later in the learning activity.

Pair students with the same interviews. In a pair-share activity, ask students to decide collectively which observations from their list are most important to understanding the lives of women in their particular country. Have them create a new list of what they consider to be the five most important characteristics. Beside their lists, have students write the reasons they felt these facts were important for understanding the lives of women in their country. As a large group, have students locate their country on a world map and share their findings. Keep a tally of students' observations on the board in order to help them compare and contrast the lives of women in different countries. Engage students in a discussion of the similarities and differences among the selected countries.

Have students hypothesize why differences or similarities exist in women's lives around the world. Depending on when students complete this learning activity in the school year, the discussion may be well informed or based on naïve concepts of places. In order to look more closely at the daily lives of women, additional sources of information can be used to complement student interviews.

Activity Two

The teacher should prepare ahead of time three world map transparencies in which students can illustrate the statistical information found in the "Family and Nation" section of *Women in the Material World*. On the transparencies should be a key that color codes ranges of the data for students to use. Have students create thematic maps representing the data chosen from this section. You may include any statistical information they deem significant to the problem. Suggestions for themes to be mapped by students include:

- Distance living from birthplace (miles, hours)
- Number of children per 1,000 women
- Percentage of rural population

Be sure to familiarize students with the nature of thematic maps if they are not already using them in class. For example, what kinds of information do thematic maps represent? How do you interpret them? Use examples if necessary.

Drawing Conclusions

When all of the students have colored their country on all three transparencies, conduct a large group discussion of the patterns found on the maps. Begin by having

relationships by overlaying transparencies on top of each other. Students should be expected to draw on the information they gathered from reading the interviews in the previous activity. Some questions might include:

- *Is there a relationship between the percentage of the rural population and the number of children? What is the value of having more children in rural areas? Given what you found out in the interviews, how might this be seen differently by women and men in the country?*
- *Would you expect a difference among men and women in how far they live in relation to their place of birth? Why? How might you gather this information to find out?*
- *Is there a regional pattern to family size or distance from birthplace? What gender or cultural expectations may influence this pattern?*

EVALUATING THE ACTIVITY:

1. Have students write an interview illustrating what they consider to be the point of view of a statistically average male or female in the United States. In their interview, students can use similar questions found in *Women in the Material World*. There should be an introductory section that provides a discussion of what they think a statistically average male or female is in the United States.
2. You may also design rubrics that evaluate group work and a student's level of participation in class discussions.

EXTENSION ACTIVITIES:

You may ask students to systematically analyze a variety of photos from *Women in the Material World*. Students should make a tally and discuss the following items.

- *Are the women in the photos mostly active or passive?*
- *Are the women shown more often in public or private spaces?*
- *Are the women shown more often alone, with family, or with friends?*
- *Speculate what reasons may contribute to the information found in questions 1-3. You can tie this discussion in with types of sources used to learn about different countries.*

FINDING A WAY

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FOR GEOGRAPHIC EDUCATION

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TAKING A STAND

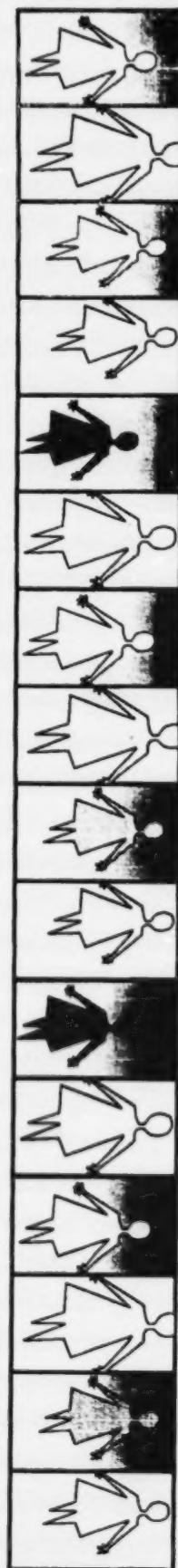
by Ginny Berkey

*Exploring the kinds of decision-making
that multinational corporations undertake
regarding where and how to conduct
business operations*

TITLE NO.

27

326



FINDING A WAY: LEARNING ACTIVITIES IN GEOGRAPHY FOR GRADES 7-11

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TAKING A STAND¹

INTRODUCTION:

Worldwide, women account for about 36 percent of the paid labor force.² Economics and gender issues continue to play significant roles in the treatment of women in the workplace. Because of the interconnectedness of the global economy and the proliferation of multi-national corporations, a large market for female labor that concentrates women in occupations different from those of men has emerged.³ In developing nations, women workers are especially drawn into light industries that produce consumer products for export. Light industries include food processing and the manufacturing of textiles and garments, chemicals, rubber, plastics, and electronics. In addition to light industrial jobs, women wage earners also tend to be concentrated in the service sector of the economy, such as retail, and domestic and clerical work.

Globally, the trend has been that many women have left rural villages and family ties for low wage employment in urban areas. These women tend to be paid less than men and work longer hours in labor intensive occupations with fewer benefits such as health care, workplace safety, and disability protection. The typical profile of a female employee is that of a young, single woman with minimal education and skills. It is not uncommon for corporate management to take advantage of these workers because of the employee's naiveté, lack of experience, and lack of other opportunities to earn income. In general, the greater the concentration of women workers in an industry, the lower the wages, benefits, and opportunities for advancement.

OBJECTIVES:⁴

Knowledge

1. Organize and analyze geographic and economic information in order to develop a position paper or critical essay on women in the global workforce.
2. Become familiar with geographic vocabulary and concepts such as: *gross national product (GNP)*, *GNP per capita*, *industrial country*, *developing country*, *middle-income developing countries*, *merchandise exports*, and *comparative advantage*.

Skills

1. Create and analyze maps in relation to women in the global economic workforce.

¹ This lesson was originally developed by Ginny Berkey, da Vinci Middle School, Eugene, Oregon.

² Seager, Joni. 1997. *The State of Women in the World Atlas*. New York: Penguin Books, pp. 64-70.

³ Momsen, Janet. 1991. *Women and Development in the Third World*. New York: Routledge, pp. 84-86.

⁴ These objectives were informed by *Geography for Life: National Geography Standards*. 1994. Washington, D.C.: National Geographic Research and Exploration for the American Geographical Society, Association of American Geographers, National Council for Geographic Education, and National Geographic Society.

Perspectives

1. Examine one's own values, stimulate higher forms of reasoning, and be able to support one's stand on major economic issues.

RESOURCES:

- Pens, paper, and markers
- Overhead transparencies
- Classroom set of atlases, almanacs, reference books, and Internet access
- Student Resource 1: ATTITUDES TOWARDS WOMEN FACTORY WORKERS IN MALAYSIA
- Student Resource 2: COUNTRY INFORMATION CHART
- Blank world maps

IMPLEMENTING THE ACTIVITY:

Activity One

To begin discussion of the issue of gender, global economics, and corporate responsibility, use the Round Robin method to stimulate student thinking on the topic.

- Divide the class into groups of 4-6 students. Distribute a sheet of paper to each group
- Tell the students that you are going to give them a topic for which they are to make a list. As they make the list, each person makes an entry and passes the sheet to the person on his or her left. The sheet of paper is passed until you call "time." If a student cannot make an entry, he or she is to pass the sheet to the next person; there should not be any duplication of entries. Remind the students that this is a silent activity.
- Announce that the first topic is *Jobs*. Give the class 2 minutes to list all of the types of jobs that they can think of within the given time limit.
- After you have called "time," instruct the groups to divide the list of jobs according to whether they are mainly male and/or female jobs. Give the groups about 5 minutes to complete this task.
- While the groups are discussing their lists, circulate and listen to the rationales applied to the selections.
- To conclude this segment, have each group report one occupation from their list and note if they have categorized it as male or female. Record the answer on the board or on an overhead. Again, use the Round Robin method; only at this stage have a different student from each group give a response for the class list until all of the information from the lists has been recorded, or all of the students have spoken.
- After the class list has been created, conduct a discussion as to why the students segregated the jobs in the pattern that they did and what this means for the global economy as to the differences in the types of employment for men and women.
- Lastly, you may also choose to engage the students in discussion of the responsibilities of employers regarding their employees. Encourage students

to think about issues such as health care benefits, retirement plans, sick days, personal days, safe working environment, and so forth.

Activity Two

This is a guided reading assignment. Distribute copies of the reading selection, "Attitudes towards women factory workers in Malaysia" from *Women and Development in the Third World* by J. H. Momsen (Student Resource 1). Instruct students to read the selection quietly and then answer the following questions using the reading selection and reference materials as needed:

- What does the term Gross Domestic Product mean?
- What were the reasons why Malay women left their traditional village occupations?
- Why would manufacturers want to employ these women?
- What are the obstacles that working Malay Muslim women face?
- What were the short term and long term benefits for the working women, their communities, and the employer?
- Why is female labor force attractive to multinational corporations?
- What role should multinational corporations play in traditional cultures when hiring workers?

After the students have completed the reading and writing task, discuss the answers with the class.

Activity Three

Distribute the *Country Information Chart* (Student Resource 2) and instruct the students to use various reference tools, such as almanacs, atlases, books, and the internet to complete it. Encourage the students to work in pairs. Before the students begin the assignment, review some of the terms and discuss how to use the reference materials. The definitions listed below were taken from *The Development Data Book: A Guide to Social and Economic Statistics*. Washington, D.C.: The World Bank, 1990.

- **Gross National Product (GNP):** The dollar value of a country's final output of goods and services in a year.
- **GNP per capita:** The dollar value of a country's final output of goods and services in a year (GNP) divided by its population. It reflects the value of a country's economic activity and the income of its residents.
- **Industrial country:** A country in which most people have a high standard of living with many goods and services.
- **Developing country:** A country in which most people have a low standard of living with few goods and services.
- **Middle-income developing countries:** Countries with a slightly higher standard of living than low-income developing countries but less than industrial nations.
- **Merchandise exports:** The goods a country produces and sells to other countries.

- **Comparative advantage:** The resources a country has that other countries may lack such as: mineral deposits, raw materials, rich farmland, skilled literate workforce, favorable government policies.

After students have completed the charts, instruct them to put the data on a world map according to whether the country is industrial, middle-income, or developing. Use the following colors for shading the map:

- Yellow: developing
- Green: middle-income
- Blue: industrial

When the students have completed the maps, conduct a discussion in which the students look for patterns in the data. Encourage them to speculate as to why there are differences, and in some cases extreme differences between nations. Guide the discussion to include gender issues. Pose questions such as the following: In what nations would women be more likely to have equity with men in terms of wages and job advancement? Explain why or why not. Evaluate the production of merchandise exports as to the concentration of labor by gender.

Activity Four

Based on the work in the previous activities, have the students choose one of the following writing activities. In all the activities, encourage the students to use a variety of reference materials from books, almanacs, atlases, periodicals, as well as the internet. Also encourage them to read and revise their work individually or with one another. A bibliography of resources should be included by students with each writing assignment.

- A. Write a short story about a young woman in a developing country who leaves her home in a rural village to seek employment in a garment factory in a city. In the story, identify the country and describe its economic and political status. Address the costs and benefits of the young woman's decision to work. What challenges or obstacles does she encounter? In what ways does her life change for the good or bad? The story should span a period of 3-5 years in the young woman's life.
- B. Write an editorial for or against the relocation of United States based corporations to developing or middle-income countries to take advantage of cheaper wages, lower working standards, and human rights.
- C. Choose a country from the chart created in Activity 3 and investigate human rights abuses in the workplace focusing on women workers. Collect news articles from newspapers, magazines, and the internet and incorporate the data in an informative essay. Assume that the reader has no prior knowledge regarding the topic.

- D. Investigate working conditions for women in the garment industry in the United States and women in two other countries from two different continents. For example, women garment workers in the United States, India, and Brazil. Write a comparative essay illustrating the differences.
- E. Investigate the policy statement of the United Nations⁵ regarding women who work for wages outside of the home. What standards does the policy support? What countries support the policy, and which ones do not? Explain why there are differences regarding compliance with the policy.

EVALUATING THE ACTIVITY:

On the assigned due date, have each student briefly and informally present his or her work so that the class can learn from one another. Encourage the students to express what they have learned regarding the role of women in the global labor market. Have students keep portfolios of their work and design a grading rubric for their work.

⁵ More information can be obtained by visiting the United Nation's website at <http://www.un.org>.

Student Resource 1**ATTITUDES TOWARDS WOMEN FACTORY WORKERS IN MALAYSIA¹⁵⁵**

The share of manufacturing in the Malaysian Gross Domestic Product grew from 9 per cent in 1960 to 21 per cent in 1980, but perhaps its most spectacular aspect was the massive and sudden involvement of young, single Muslim Malay women from rural areas. Between 1957 and 1976, the number of Malay women in the manufacturing sector increased twelve times while the proportion of male workers declined.

Never before had Malay women left their traditional village occupations in such numbers. Most of these women came from families twice as large as the national average but with very low incomes. Three-quarters of the women chose to migrate to work in factories in order to reduce economic dependency on their households. Although factory wages were as low as those paid for agricultural work, they were more stable and offered fringe benefits such as subsidized meals, medical services, transport to work, uniforms, sports facilities and other leisure activities. A study showed that 56 percent of the women migrated from their villages because they wanted to obtain a job and improve their standard of living while a further 19 percent did so in order to gain personal freedom and independence.

For the manufacturers, these employees have many attractions. They are aged between 16 and 20 and so are more easily disciplined than older women. They are single and are thought to be more dependable than married women and more available for overtime assignments. They are poorly educated but not illiterate and the traditional rural compliance to male authority makes them the naive, obedient and malleable workers the firms want.

They are paid only 69 percent of male wages for the same job. They work 50 percent more hours than women doing similar work in the West and receive only 10-12 per cent of the pay of Western workers. Low incomes lead to poor living conditions with over-crowding and few amenities. The combination of Western attitudes inculcated through factory work and living away from the protection of their family has led to involvement in social activities which are in conflict with traditional Malay Muslim values. Many parents are beginning to feel ashamed that their daughters are employed in an occupation that is rapidly acquiring a low moral and social status in Malaysian society.

In villages close to urban areas women can commute daily to factories, and in these settlements both family and community conflicts arise. In the community studied, 41 percent had perceived in factory workers negative personal changes, such as indecent dressing, liberality in social mixing, decreased standards of morality, devaluation of domestic roles, and loss of interest in local affairs. On the other hand, 12 percent thought that the factory workers gained greater social exposure and were able to be self-supporting. Many people thought that Malay women should be encouraged to work in factories, but 70 percent of these people did not wish women of their own family to do so. Overall, the source community accepted the utility of factory work in the short-term as an answer to immediate economic problems but rejected it in the long-term because of the social and moral disutilities that were developing.

¹⁵⁵ Source: Momsen, Janet. 1991. *Women and Development in the Third World*. New York: Routledge, pp. 85-86.

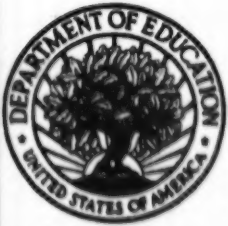
family to do so. Overall, the source community accepted the utility of factory work in the short-term as an answer to immediate economic problems but rejected it in the long-term because of the social and moral disutilities that were developing.

Student Resource 2

COUNTRY INFORMATION CHART

Directions: Use various reference materials to complete the following chart.

Country	Population	Gdp	Gdp Per Capita	Exports	Imports	Comparativ e Advantage
UNITED KINGDOM						
Norway						
Italy						
Poland						
Saudi Arabia						
Israel						
India						
CHINA						
Hong Kong						
Japan						
Malaysia						
Philippines						
South Africa						
Kenya						
Senegal						
Egypt						
Zaire						
Ethiopia						
Australia						
New Zealand						
Brazil						
Chile						
Colombia						
Argentina						
Honduras						
Mexico						
Guatemala						
United States						
Canada						



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